

Public Health & The City

Fall - **GPH3900/UP6999** - Online

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Office Hours

By appointment

Description

This course will provide students with an understanding how history, power, privilege, and structural inequity interact to produce health disparities in cities. Students will be introduced to the impact that city life has on health and healthcare in the US and internationally. In the course, we will utilize the Robert Wood Johnson Foundation (RWJF) and Gehl Institute's "Inclusive Healthy Places" framework, to explore advantages and disadvantages of urbanization on physical and mental health as well as the root causes of racial and ethnic health disparities. We will specifically look at interaction between specific elements of the urban environment (housing, transportation, food outlets, crime, etc.) and their impact on health, discuss measurements of their quality, evaluate design strategies, and develop recommendations for systems and policy change.

Learning Objectives

Students who successfully complete this course will -

Undergraduate:

- Learn the foundations of urban health including some of the stakeholders involved in city wide decision-making;
- Gain understanding on contemporary issues in urban health and determinants of health including the social and physical factors like housing, urban design, employment, transportation, etc.;
- Promote an understanding of how urban areas contribute to understanding health and health care;

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Public Health & The City

- Utilize maps to examine the patterns of disease and risk factors in cities;

Graduate:

- Explain how social and economic context impacts health;
- Apply learnings to real urban health problems in city neighborhoods

Required Reading

Each week students will be provided links to a section of reading in the 'Inclusive Healthy Places" framework, a video covering the weekly topic, and an academic article or news article.

Graduate students will be assigned additional academic readings each week. These will specifically come from the Detroit Neighborhood Health Study (DNHS) and the Detroit Metropolitan Area Community Survey (DMACS) which will be interrogated throughout the course.

Course Requirement

Weekly quizzes will be based on all provided content each week. Quizzes must be completed by 11:59pm on the **Friday** of a given week.

A weekly discussion topic will be provided. Students must provide a substantive response (at least a paragraph of 5 sentences) to the discussion topic. Discussion responses must be submitted by **Wednesday** of each week along with at least one response to a peer by **Friday** of each week.

Evaluation

1. Participation/Discussion (20%)

You will need to write a substantive response to the weekly discussion. This will demonstrate your grasp of the weekly topic and the provided reading materials. Discussion will account for 20% of your grade.

Public Health & The City

Along with a discussion post, graduate students will be expected to submit written summaries of the weekly content, especially the readings into a coherent 3-page essay, not including references, each week.

2. Peer Review (5%)

You will be required to respond to at least one other discussion post in response to your peers. Your thoughtful and constructive responses to your classmates will be assessed as 5% of your grade.

3. Quizzes (40%)

You will be required to complete a weekly quiz with questions that pull from the weekly readings and materials. Quizzes will account for 40% of your grade.

4. Midterm and Final (35%)

These tests will be a compilation of the questions in your weekly quizzes. These tests will account for 35% of your grade.

5. (GRADUATE STUDENTS) Neighborhood Plan

As part of the class final, graduate students will identify a neighborhood in Detroit and learn about the health issues facing the neighborhood. What are the demographics of the neighborhood? What kind of health issues impact the residents of the neighborhood? What kind of resources and agencies are available that support the health of the residents. You may want to choose a certain health issue within the neighborhood to focus on such as transportation, housing, education, food access, health care facilities, green space, etc.

Why We Are Here

For this class to work, we both (instructor and student) have expectations and responsibilities. I expect you to do all the readings before attending class, to bring readings with you to class, to attend and participate in discussions, to submit work

Public Health & The City

in a timely fashion, to seek to acquire both skills and knowledge, to ask for my assistance when needed, and to be courteous to peers and to me. This is a challenging course, but one that can be very rewarding with a little effort. You should expect to spend at least 9 hours a week outside of class, in addition to attending class, in order to be successful.

In return, I have the responsibility to treat you fairly, to be available for assistance and advice in office hours or by appointment, to take your interests and objectives into account, to return evaluated work speedily with helpful comments, and to be courteous when interacting with you. This course can be successful if we work together to determine jointly the subjects we want to investigate.

Academic Honesty and Courtesy

Plagiarism and cheating are serious forms of academic dishonesty that will not be tolerated under any circumstances. If you use ideas or phrases from sources such as books, articles, web sites, etc.) without giving credit to the author(s), this is plagiarism. Any written work submitted for this course may not have been previously or simultaneously submitted for another course. University policy strictly prohibits plagiarism and cheating and you can be subject to disciplinary action for it. If you need help clarifying what you need to cite, and where, please see me for help.

Please turn off phones, computer messaging programs, etc. during class. It's fine if you want to use a laptop in class to take notes or consult PDFs of the readings, but while in class, you need to devote your attention to the course material, and avoid distractions. If you absolutely must leave a phone or pager on, do not receive or take calls in the classroom. You may record my lectures for your own personal use, but you may not transmit or redistribute them electronically or in any other form. You do not need to cite or credit my lectures when preparing written material.

Public Health & The City

Grading Policy

Deadlines are firm and no extensions will be given without a medical note. Grading is not on a curve, and I do not normally increase individual grades except when I have made an error, but I reserve the right to increase (but not decrease) all student grades by the same amount. No quizzes will be accepted after the due dates. Discussion posts will be accepted after the due dates, but will lose 1 point if submitted late.

Grade	Type	Grade Point
A	Excellent	4.00
A-		3.67
B+	Good	3.33
B		3.00
B-		2.67
C+	Fair	2.33
C		2.00
C-		1.67
D+	Poor	1.33
D		1.00
D-		0.67
F	Failure	0.00

Withdrawal Policy

It is your obligation to be aware of the university's deadlines for withdrawing from classes. Normally you cannot get reimbursements of tuition after the drop/add period. If you petition to withdraw officially after the first month of classes, you must also email or speak to me to inform me of the fact. I am then asked by the university to assign you a grade: WP (Withdrawal- Passing), WN (Withdrawal-No Work), WF

Last updated: 120519 AH

Public Health & The City

(Withdrawal-Failing), or to deny the request. If you do not contact me to request permission to withdraw, I will deny your request.

Disability Policy

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Schedule Readings, Assignments, and Quizzes

DATE	WK	TOPIC	DISCUSSION DUE DATE	QUIZ DUE DATE
Sep 2	1	Introduction and Overview	Sep 4	Sep 6
Sep 9	2	Foundations of Urban Health	Sep 11	Sep 13
Sep 16	3	Defining Health Disparities and Health Equity ● GRAD: DNHS article	Sep 18	Sep 20
Sep 23	4	Housing, Segregation and the Built Environment ● GRAD: DNHS article	Sep 25	Sep 27
Sep 30	5	Food Insecurity in Urban Environments	Oct 2	Oct 4
Oct 7	6	Violence and Crime as Urban Public Health Issues	Oct 9	Oct 11

Last updated: 120519 AH

Public Health & The City

Oct 14	7	MIDTERM	N/A	Oct 18
Oct 21	8	HIV/AIDS and Social Networks	Oct 23	Oct 25
Oct 28	9	Environmental Justice: Air, Water and Climate Change	Oct 30	Nov 1
Nov 4	10	Health Care Systems and Governance <ul style="list-style-type: none"> ● GRAD: DMACS article 	Nov 6	Nov 8
Nov 11	11	Community Development and Public Health Advocacy	Nov 13	Nov 15
Nov 18	12	Transportation for Health <ul style="list-style-type: none"> ● GRAD: DMACS article 	Nov 20	Nov 22
Nov 25	13	HOLIDAY BREAK	N/A	N/A
Dec 2	14	Green Space and Parks for Mental and Physical Health	Dec 4	Dec 6
Dec 9	15	FINALS WEEK	N/A	Dec 13