

Sociology 3525 – Urban Health (3 cr)

Fall 2018 – M/W/F 1:00-1:50 PM – Anderson Hall 005

Prof. Tania M. Jenkins

tania.jenkins@temple.edu

Office hours: M/W 2:00-3:30 PM or by app't / Gladfelter 758

“A healthy city is one that continually creates and improves its physical and social environments and expands the community resources that enable people to mutually support each other in performing all the functions of life and developing to their maximum potential”

– *World Health Organization, 1998*

Catalog description:

Cities are home to half the world's population and urban populations are rapidly growing. Yet we know too little about why some urban populations are quite healthy and others quite sick and why some live long and others die young. This course blends medical sociology with population health science to explore these and other important questions in urban health. The focus is on U.S. cities with additional examples drawn from global cities. Attention will also be given to rural and urban and suburban differences in health, disease, and mortality. The goal is to better understand if and how cities might become places where people can live longer, healthier, and happier lives.

Course overview:

This course will specifically examine why *place*, and in particular urban space, matters for physical and mental health, and healthcare. How do social conditions (i.e. neighborhood characteristics, poverty, violence and crime, segregation, local government, and social isolation) impact the health and wellbeing of urban populations? How do city-level policies and decisions influence the health of urban populations? And why are urban spaces more vulnerable to certain health threats than other places? Drawing on sociological, historical, anthropological, medical, and journalistic sources, as well as interactive guest lectures and trips to the field, this course will shed light on how history, power, politics, poverty, and privilege shape health and wellbeing in the city.

Course objectives:

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

- Recognize and describe the social determinants of health and disease—specifically, how the urban environment can impact public health;
- Grasp the tensions between social structure and individual agency in shaping urban health outcomes;
- Understand and critique the major topics, theories, and methods used in urban health research;
- Critically evaluate research on inequalities and health from a sociological perspective;
- Conduct collaborative research on a topic related to urban health and effectively present findings in written and oral form.

Course Requirements:

- **Active participation (15%):** I expect you to come to every class prepared to learn. That means arriving on time, leaving on time, paying attention, and actively participating in class discussions. “Active participation” involves regularly and thoughtfully contributing comments and questions to class discussions, and applying these ideas in new or creative ways. It also means closely adhering to the Ground Rules for In-Class Discussion attached to the end of this syllabus. Failure to adhere to the ground rules can result in a grade of zero for participation (see respect policy below). Come see me in the first week of class if regular participation is not possible for some reason.
- **Four (4) week-in-review reflections (20% / 5% each):** You will be required to write four (4) week-in-review reflections this semester. These reviews will serve two purposes: 1) to summarize the week’s

readings, discussions, and videos (if applicable), and 2) to explore your personal reactions, thoughts, and questions related to the week's material. Each reflection should be 500-750 words in length and should be roughly equally divided between a summary of the week's materials and your response. **Reflections should be uploaded to Canvas by 11:59 PM on the Sunday after the week in question.** You may choose to write reflections for whichever weeks you want, as long as you complete four reflections by the end of the semester. Reflections will be graded out of five points.

- **Midterms (30% / 15% each):** This course will have two in-class mid-term examinations. The first will be held on **Wednesday, October 3, 2018**. The second (*which will be cumulative*) will be held on **Friday, November 16, 2018** (yes, the Friday before Fall break – take note and make travel plans accordingly). Both midterms will primarily consist of essay questions, with a few short answer questions. Make-up exams are only allowed if you have a documented university-accepted absence (e.g. doctor's note, police report, funeral program). Note that make-up exams may differ in content/format from original exams.
- **Final collaborative project (35%):** Research in sociology and health is often collaborative, which makes teamwork an important skill. For this final project, you will be required to work in teams of 3-5 students on an approved topic related to urban health that incorporates both outside research and course materials. I will distribute more information on possible topics by the third week of the semester. **Groups should e-mail me the names of their group members and a short paragraph describing their proposed project no later than week 5 of the semester.** The project will be graded based on: (1) a 10-minute PowerPoint group presentation to the class describing your findings during the last week of class (10%); (2) a 12-15 page (double-spaced, 12-point Times New Roman font, 1 inch-margins, stapled) group research paper (20%); and (3) a brief (1 page) memo from each team member describing the group research effort, including your *individual* contribution to the project (5%). *Please note that while the paper and presentation will be given a group grade, I may adjust the individual grade assigned to each student based on the contributions to the research effort as described in each team member's memo.* Students are strongly encouraged to make an appointment with the Temple University Writing Center (<http://www.temple.edu/writingctr/index.asp>) prior to submitting their work, as spelling and grammar will count towards the grade. The final paper and individual memos are due on the last day of classes, Monday, December 10, at the very beginning of class (1 pm EST). Late submissions will be docked one letter grade per day (including December 10th) except for documented university-accepted absences (e.g. doctor's note, police report, funeral program).

Grading system (letter grade / numerical grade / grade points)

| | | | | | |
|-----------|-------------|------|-----------|-------------|------|
| A | 92.5-100% | 4.0 | C | 72.5-77.49% | 2.00 |
| A- | 90-92.49% | 3.67 | C- | 70-72.49% | 1.67 |
| B+ | 87.5-89.99% | 3.33 | D+ | 67.5-69.99% | 1.33 |
| B | 82.5-87.49% | 3.00 | D | 62.5-67.49% | 1.00 |
| B- | 80-82.49% | 2.67 | D- | 60-62.49% | 0.67 |
| C+ | 77.5-79.99% | 2.33 | F | 0-59.99% | 0.00 |

Required texts:

This is a reading-intensive course. All books are available for purchase at the Temple Bookstore or online (e.g. Amazon.com). Copies of the books are also available on reserve at Paley library. Some books (denoted with asterisks) are also available online through the library. All other non-book readings will be available via Canvas (canvas.temple.edu). Students are encouraged to print out non-textbook readings and bring them to class to facilitate discussion.

Required books:

- Abraham, L. K. (1993). *Mama Might be Better Off Dead*. Chicago: University of Chicago Press.
- Fink, S. (2013). *Five Days at Memorial: Life and Death at a Storm-Ravaged Hospital*. New York: Broadway Books.
- *Rosenberg, C. E. (1987). *The Cholera Years*. Chicago: University of Chicago Press.

Recommended books:

- Klinenberg, E. (2015). *Heat Wave: A Social Autopsy of Disaster in Chicago* (2nd ed.). Chicago: University of Chicago Press.

Course policies:

- *Absence policy:* Although it will not be directly graded, please note that attendance is indirectly reflected in in-class participation and the week-in-reviews, which together count for 35% of your final grade. Only students with university-excused absences will be able to make up participation. High school homecomings, heavy drinking the night before, or the death of your pet iguana are sadly not examples of valid excuses for making up missed work.
- *Grading policy:* I strive to grade exams and assignments fairly and accurately. That said, mistakes do happen. If you believe there has been a mistake in the grading and would like to have the grade reviewed, you will have one week after the work has been returned to write a one-page summary detailing the error/inconsistency. **Note that upon review, your grade is subject to either increase or decrease.**
- *Contacting me:* I encourage you to drop by my office hours (see above) to discuss anything related to the course, sociology, or your broader career trajectory. If you need to reach me outside of office hours or class time, you can send me an email and **usually expect a response within 48 hours or less**, although if your question is of a nature that might be best answered in person, I may suggest that you come discuss it in office hours.
- *Electronics policy:* Tablets and laptop computers are permitted in class ONLY for taking notes. Do so at your own peril, however; studies have found that taking notes by computer, rather than by hand, leads to worse learning outcomes (see <https://www.scientificamerican.com/article/a-learning-secret-don-take-notes-with-a-laptop/>). Please silence and stow all other electronic devices including cellphones, Fitbits, Tamagotchi pets, or anything else that makes noise, vibrates, or generates light. Using electronics that distract the learning process during class will result in getting a grade of zero for participation during that class.
- *Respect policy:* To ensure that everyone feels fully comfortable participating, all students in the class must treat others with civility and respect and conduct themselves in a way that does not interfere with the opportunity of other students to learn. Mutual respect will be strictly enforced under a zero tolerance policy (see attached Ground Rules for In-Class Discussion); failure to adhere to these ground rules may result in a grade of zero for participation.
- *Student stress and basic needs:* College can be stressful for wide range of reasons. These reasons can be both related and unrelated to schoolwork, such not having enough food to eat or not having a safe place to live. If you or someone you know is experiencing a level of stress that may be affecting academic performance in this or any other course, contact the CARE Team in the Dean of Students Office for support: careteam.temple.edu. If the stress is resulting in mental health problems, contact Tuttleman Counseling Service: 215 204-7276, 1700 North Broad St., 2nd floor. Absences related to documented mental health problems are excused in this course. In emergency situations, contact TU Police: (215) 204-1234. If you feel comfortable, you can also notify me so that I can offer any resources that may be at my disposal. Please note that as a faculty member, I am required to report any information regarding sexual misconduct to the University Title IX Coordinator; as a student, however, you are **not** required to meet with or report anything the Title IX office. If you prefer, students may

speak to someone **confidentially** by contacting Student Health Services (215-204-3284) or Women Organized Against Rape (24 hours confidential; 215-985-3333).

University Policies:

- *Academic Honor Code:* Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity. For more information, see the Student Conduct Code (Policy #03.70.12) at <http://policies.temple.edu/PDF/398.pdf>

*****Plagiarism or cheating in any form will not be tolerated and will be dealt with swiftly according to university policy*****

To avoid unintentionally plagiarizing, please visit the following website from Temple University's Writing Center: http://www.temple.edu/writingctr/student_resources/plagiarism.htm

- *Disability Disclosure:* Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.
- *Student and Faculty Academic Rights and Responsibilities:* Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02
- *Incomplete policy:* Department of Sociology policy dictates that no student may be given an Incomplete in a course without first receiving permission from the instructor and signing a contract with that professor specifying the remaining work to be completed and the agreed-upon time frame for its completion.

COURSE OUTLINE*:

PART I. FOUNDATIONS

Week 1 (Aug 27-31): Introducing the Sociology of Urban Health

- Diez Roux, A. V. (2016). Neighborhoods and Health: What Do We Know? What Should We Do? *American Journal of Public Health*, 106(3), 430-431.
- DuBois, W. E. B. (2003). The Health and Physique of the Negro American. *American Journal of Public Health*, 93(2), 272-276.
- Farmer, P. E., Nizeye, B., Stulac, S., & Keshavjee, S. (2006). Structural Violence and Clinical Medicine. *PLoS Medicine*, 3(10), e449, p. 1686-1691.

* Please note that this syllabus is a living document and is subject to minor revision throughout the semester. What will not change are your assignments and their respective due dates.

Week 2 (Sept 3-7): Theoretical Nuts and Bolts: fundamental causes (*no class on Sept 3, Labor day)

- Link, Bruce and Jo Phelan. (1995). Social Conditions as Fundamental Causes of Disease. *Journal of Health and Social Behavior* (Extra Issue): 80-94.
- Phelan, J. C., & Link, B. G. (2015). Is Racism a Fundamental Cause of Inequalities in Health? *Annual Review of Sociology*, 41(1), 311-330.
- Williams, D. R., & Collins, C. (2001). Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health. *Public Health Reports*, 116(5), 404-416.

Recommended reading:

- Phelan, J., Link, B., Diez-Roux, A., Kawachi, I., & Levin, B. (2004). 'Fundamental causes' of social inequalities in mortality: A test of the theory. *Journal of Health and Social Behavior*, 45(3), 265-285.

Week 3 (Sept 10-14): Theoretical Nuts and Bolts: Weathering

- Geronimus, A. T., Hicken, M., Keene, D., & Bound, J. (2006). "Weathering" and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States. *American Journal of Public Health*, 96(5), 826-833.
- Ross, Catherine E. and John Mirowsky. (2001). Neighborhood Disadvantage, Disorder, and Health. *Journal of Health and Social Behavior* 42(3): 258-276.
- Thoits, P. A. (2010). Stress and Health: Major Findings and Policy Implications. *Journal of Health and Social Behavior*, 51, S41-S53.

Week 4 (Sept 17-21): Health in the Historical City

- Rosenberg, C. E. (1987). *The Cholera Years*. Chicago: University of Chicago Press (to the end of Part I)

Recommended reading:

- Engels, F. (1978 [1844]). Working-Class Manchester. In R. Tucker (Ed.), *The Marx-Engels Reader* (2nd ed., pp. 579-585). New York: W. W. Norton.

Week 5 (Sept 24-28): Health in the Historical City cont'd

- Rosenberg, C. E. (1987). *The Cholera Years*. Chicago: University of Chicago Press (Parts II & III)

Week 6 (Oct 3-5): Review / Midterm

*****MIDTERM #1: Wednesday, October 3 during class *****

PART II. SICK AND TIRED

Week 7 (Oct 8-12): The Urban Poor

- Abraham, L. K. (1993). *Mama Might be Better Off Dead*. Chicago: University of Chicago Press (until the end of chapter 7)

Week 8 (Oct 15-19): The Urban Poor

- Abraham, L. K. (1993). *Mama Might be Better Off Dead*. Chicago: University of Chicago Press (Chapter 8 – end of book).

PART III. DISASTER IN THE CITY

Week 9 (Oct 22-26): Katrina

- Fink, S. (2013). *Five Days at Memorial: Life and Death at a Storm-Ravaged Hospital*. New York: Broadway Books (Part I)

Week 10 (Oct 29-Nov 2): Katrina

- Fink, S. (2013). *Five Days at Memorial: Life and Death at a Storm-Ravaged Hospital*. New York: Broadway Books (Part II)

PART IV. URBAN AND VULNERABLE

Week 11 (Nov 5-9): The Old

- Keller, R. C. (2013). Place Matters: Mortality, Space, and Urban Form in the 2003 Paris Heat Wave Disaster (Vol. 36, pp. 299-330): Duke University Press
- Klinenberg, E. (2001). Dying Alone: The Social Production of Urban Isolation. *Ethnography*, 2(4), 501-531.

Week 12 (Nov 12-16): The Young

- Fenelon, A., Slopen, N., Boudreaux, M., & Newman, S. J. (2018). The Impact of Housing Assistance on the Mental Health of Children in the United States. *Journal of Health and Social Behavior*, 0022146518792286. doi:10.1177/0022146518792286

‡ **Andrew Fenelon, Ph.D.**, assistant professor in health services administration at the University of Maryland will give a guest lecture on Monday, Nov. 12

*****MIDTERM #2: Friday, November 16 during class *****

*****FALL BREAK – November 19-23: No Class*****

PART V. TRAUMA AND URBAN VIOLENCE

Week 13 (Nov 26-30): GSW

- Goffman, A. (2014). Prologue. *On the Run: Fugitive Life in an American City* (pp. ix-xi). New York: Picador
- Fagone, J. (2017). What Bullets do to Bodies. *Huffington Post*. Retrieved from <http://highline.huffingtonpost.com/articles/en/gun-violence/>
- Lee, J. (2012). Wounded: Life after the Shooting. *The Annals of the American Academy of Political and Social Science*, 642, 244-257.
- Lee, Jooyoung. 2013. The Pill Hustle: Risky Pain Management for a Gunshot Victim. *Social Science & Medicine* 99:162-68.

‡ **On Monday, November 26 and Wednesday, November 28 groups will have the opportunity to work in class together on their group projects (optional). We will meet as usual on Friday, November 30 to discuss the readings for this week and the Cradle2Grave simulation (see below).**

‡ **Sign up for November 27 or November 29 from 5:30-7:30 pm to meet at Temple University Hospital Rock Pavilion Inpatient Tower (3401 N Broad St, Philadelphia, PA 19140) for the Cradle2Grave simulation**

Recommended reading:

- Goffman, A. (2009). On the Run: Wanted Men in a Philadelphia Ghetto. *American Sociological Review*, 74(3), 339-357.
- Richardson, J. B., Brown, J., & Van Brakle, M. (2013). Pathways to Early Violent Death: The Voices of Serious Violent Youth Offenders. *American Journal of Public Health*, 103(7), E5-E16.

Week 14 (Dec 3-7): Catch up & group project presentations

Week 15 (Dec 10): Wrap-up and Future Directions

*****FINAL GROUP PAPER AND INDIVIDUAL CONTRIBUTION MEMOS DUE MONDAY,
DECEMBER 10 AT THE BEGINNING OF CLASS*****

Ground Rules for In-Class Discussion

The American Sociological Association's Code of Ethics (<http://www.asanet.org/membership/code-ethics>) lists some general principles that sociologists should follow, including competence, integrity, and social responsibility. Notably, it states that:

- Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service (Principle B: Integrity)
- Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities (Principle C: Professional and Scientific Responsibility)
- Sociologists respect the rights, dignity, and worth of all people...In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own. (Principle D: Respect for People's Rights, Dignity, and Diversity)

To create a classroom environment in which we “show respect for other sociologists even when [we] disagree,” here are some ground rules for in-class discussion[†]:

- **Listen respectfully—even if you disagree with what is being said.** Don't interrupt, engage in private conversations, or turn to technology while others are speaking. Use courteous body language. Dismissive laughter, facial expressions, or hand gestures are not acceptable.
- **Listen actively.** Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments. Genuinely try to understand the point being made.
- **Respect others' rights to hold opinions and beliefs that differ from your own.** If you disagree, challenge the *idea*, not the person. If you want to “play devils' advocate,” make it clear that that's what you're doing. Support your ideas with evidence.
- **Remember, it's not about winning an argument.** In-class discussions are not about being right, nor are they about arguing for the sake of arguing. They're about sharing scholarly ideas in a professional way.
- **Be aware of how much you are contributing to in-class discussions.** If you have a tendency to contribute often, give others the opportunity to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you.
- **Finally, arrive on time and stay until the end.** It's a basic courtesy to the members of the class as well as the professor.

Please sign a copy of these ground rules indicating that you understand them, and return to the professor by the end of the first week.

[†] Adapted in part from <http://www.crlt.umich.edu/examples-discussion-guidelines>