

**SOC364H1F: URBAN HEALTH
SUMMER 2016**

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COMMUNICATION:	Preferred mode of communication for inquiries, etc. is through e-mail. A response can be expected within 72 hours (weekends excluded). anthony.lombardo@utoronto.ca <i>Students must use utoronto.ca e-mail accounts only.</i>
OFFICE HOURS:	Mondays, 10:00am-11:30am or by appointment
TEACHING ASSISTANT:	Ali Rodney, ali.rodney@mail.utoronto.ca Meetings by appointment only.
WEB ACCESS:	Information and announcements on Blackboard
LOCATION & TIME:	Sidney Smith Hall, Room 2106 Tuesdays & Thursdays, 10am-12pm May 10, 2016 – June 16, 2016

COURSE DESCRIPTION

This course will consider theoretical, methodological and substantive issues in understanding the field of urban health and in responding to urban health issues. There is an emphasis on the unique contributions that sociology as a discipline can make to urban health. The goal of the course is to expand your understandings of “health” and its determinants in an urban context and to develop your skills for critical inquiry into the ways in which urban health issues are addressed.

PRE-REQUISITES

A background in sociology is necessary for this course. Completion of a 200 or higher level sociology course is required to take this course. Students without prerequisites can be removed at any time without notice.

READINGS

- Required and optional readings are indicated on the weekly schedule. Readings are meant to be read for that week’s class.
- Assigned readings are available electronically through the University of Toronto library.

ATTENDANCE

- Attendance at class sessions is mandatory. You will be expected to reference and integrate materials from course discussions and readings into the course written assignments and mid-term test.

ACCESSIBILITY

- If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

POLICY ON LATE ASSIGNMENTS AND MISSED TESTS:

- Penalties are applied to all late submissions: Ten percent (10%) of the value of the specific assignment will be deducted for each day late, including weekends (up to a maximum of 50% of the value of the assignment). **Late work will never be accepted without proper documentation from a student’s physician or college registrar (see below).**
- Students who miss a test will receive a mark of zero; **UNLESS within three days** of the missed test, students who wish to write the make-up test give the instructor a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar (see below)**. A request should be accompanied by contact information (the student’s telephone number and email address) so the date, time and place of the make-up test can be communicated to the student.

DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor’s note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to the instructor during office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to the instructor during office hours.

EVALUATION:

#	Assignment	Grade	Due Date
A1	Sociological Reflection	15%	May 24, 2016
E1	Mid-Term Test	35%	May 31, 2016
A2	Group Presentations	15%	June 9 & 14, 2016
A3	Research Paper	35%	June 16, 2016

GENERAL GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit **both** a hard copy and electronic version of your assignment (through BlackBoard) on the deadline date as indicated in the course schedule.
- Please **double-space** all assignments.
- Please include a **cover page** clearly indicating **your name and student number**.

- Identify the **word count** on the cover page. *Please respect the **word limits** as set out in each assignment.*
- Please use **American Psychological Association (APA) format** for referencing in your assignments.
- Be sure to review, sign & submit an “**Academic Integrity Checklist**” form with your hardcopy of each assignment (available on Blackboard).
- Please ensure assignments are **submitted on time** (see the penalties for late submissions detailed below).

COURSE SCHEDULE

May 10 Introduction to Urban Health

Galea, S. & Vlahov, D. (2005). Urban health: Populations, methods and practice. In S. Galea & D. Vlahov (Eds.), *Handbook of urban health: Populations, methods, and practice* (pp. 1-15). New York: Springer. Available online at <http://go.utlib.ca/cat/7939760>.

Woodcock, J. & Aldred, R. (2008). Cars, corporations, and commodities: Consequences for the social determinants of health. *Emerging Themes in Epidemiology*, 5, article 4.

May 12 Approaches to Health | Determinants of Health

Frumkin, H. (2002). Urban sprawl and public health. *Public Health Reports*, 117, 201-217.

Friel, S., et al. (2011). Addressing the social and environmental determinants of urban health equity: Evidence for action and a research agenda. *Journal of Urban Health*, 88(5), 860-874.

May 17 Frameworks of Urban Health

Fitzpatrick, K. M. & LaGory, M. (2003). “Placing” health in an urban sociology: Cities as mosaics of risk and protection. *City & Community*, 2(1), 33-46.

Galea, S., Freudenberg, N., & Vlahov, D. (2005). Cities and population health. *Social Science & Medicine*, 60, 1017-133.

May 19 Political Economy of Health: Inequalities & Health

Kawachi, I. (1999). Social capital and community effects on population and individual health. *Annals of the New York Academy of Sciences*, 896, 120-130.

Kawachi, I. & Kennedy, B. P. (1999). Income inequality and health: Pathways and mechanisms. *Health Services Research*, 34(1), 215-227.

May 24 Researching Urban Health

A1: Sociological Reflection Due
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Soares, J. A. (2005). Urban sociology and research methods on neighbourhoods and health. In S. Galea & D. Vlahov (Eds.), *Handbook of urban health: Populations,*

methods, and practice (pp. 361-378). New York: Springer. Available online at <http://go.utlib.ca/cat/7939760>.

Ompad, D.C., et al. (2007). Social determinants of the health of urban populations: Methodologic considerations. *Journal of Urban Health*, 84(1), i42-i53.

May 26 **Determinants of Health Tutorial | A2 Planning**

No readings.

May 31 **Mid-term test**

June 2 **Built Environment and Health: Obesity & Mental Health**

Obesity

Swinburn, B., Egger, G., & Raza, F. (1999). Dissecting obesogenic environments: The development and application of a framework for identifying and prioritizing environmental interventions for obesity. *Preventive Medicine*, 29, 563-570.

Sawka, K. J., et al. (2013). Friendship networks and physical activity and sedentary behavior among youth: A systematized review. *International Journal of Behavioral Nutrition and Physical Activity*, 10, 130.

Mental Health

Ross, C., Mirowsky, J., & Pribesh, S. (2001). Powerlessness and the Amplification of Threat: Neighborhood Disadvantage, Disorder, and Mistrust. *American Sociological Review*, 66(4), 568-591.

Schieman, S., Pearlin, L., & Meersman, S. (2006). Neighborhood Disadvantage and Anger among Older Adults: Social Comparisons as Effect Modifiers. *Journal of Health and Social Behavior*, 47(2), 156-172.

June 7 **Sex and the City | Poverty and Health**

Rhodes, T. (1997). Risk theory in epidemic times: Sex, drugs and the social organisation of 'risk behavior'. *Sociology of Health & Illness*, 19(2), 208-227.

O'Campo, P. & Yonas, M. (2005). Health of economically deprived populations in cities. In S. Galea & D. Vlahov (Eds.), *Handbook of urban health: Populations, methods, and practice* (pp. 43-61). New York: Springer. Available online at <http://go.utlib.ca/cat/7939760>.

June 9 **Special Topics: Student Presentations**

June 14 **Special Topics: Student Presentations**

June 16 **Wrapping Up**

A2: Research Paper Due

ASSIGNMENTS

A1: Sociological Reflection on Urban Health (15%)

In this introductory assignment you will explore how sociology can contribute to our understanding of urban health. This assignment is designed to start you thinking *sociologically* about urban health. It will also help you develop skills to critically analyze media portrayals of health.

In this assignment, you will choose a media article (from the options below) and reflect on how a sociological perspective might apply to this topic. You should draw upon your knowledge of sociology (gained through your previous courses) as well as the class discussions and readings to date.

1. Choose one of the following articles:
 - a. National Post, "Better sit down for this assessment of our ailing health care system", <http://natpo.st/1dXjj8u>
 - b. CNN, "Bad air day? Here's how to survive," <http://cnn.it/1PC5M1Q>
 - c. National Post, "422 million people are now affected by diabetes..." <http://natpo.st/1ScPRaM>
2. *With reference to the class discussions and readings to date*, comment on the extent to which the article addresses issues relevant to sociology and urban health
 - a. Consider – what is said in the article? What is *not said* in the article that is important to acknowledge?
3. Comment on...
 - a. What might an urban sociologist be interested in about this topic?
 - b. How could we approach this issue from a sociological perspective?
 - i. What might we focus on?
 - c. If we approached this issue from a sociological perspective, what might it reveal?
4. Conclude with a discussion about how a sociological perspective might change how we think about and/or address this urban health issue.

There are no 'right' or 'wrong' answers to this assignment. The emphasis here is applying your existing knowledge about sociology to what you are learning about the field of 'urban health.' Be sure to make explicit reference to ideas and concepts from the course and to **use and cite at least 2 (two) of the course readings** to date. You do not need to do external research to complete this assignment.

You will be graded on your ability to:

- demonstrate an understanding of what sociology 'is' and what it 'does'
- demonstrate a general understanding of topics relevant to urban health
- reflect on, integrate and/or synthesize course materials and readings
- think critically about media representations of health issues
- think critically about the unique contributions that sociology can make to understanding and responding to urban health issues

Maximum length for this assignment is **500 words** (approximately 2 double-spaced pages).

A2: Group Presentation (15%)

In this assignment you will continue to explore the sociological contributions to understanding and responding to urban health issues. This assignment is designed to give you experience in finding, reading and analyzing academic articles and to give you a sense of the nature of sociological research and methodology in urban health.

1. Choose a recent media article about a topic relevant to urban health.
 - a. Justify why you think this topic is relevant to urban health
2. Comment on the extent to which the media article represents sociological issues or understandings of the urban health topic
 - a. Draw upon materials from the class discussions and readings
3. Find an academic source[†] about the topic written from a *sociological perspective*. The article must report on *primary research* (not an editorial, review of other studies, etc.).
4. Briefly overview the academic source (*paraphrase! Do not copy directly from the article*):
 - a. What was the purpose of the study?
 - b. What method(s) did the authors use?
 - c. What were the key findings of the study?
5. Comment on how the findings from the academic study helps us understand the urban health topic further:
 - a. What does the study reveal about the topic that the media article does not?
 - b. How do the study findings expand or extend our understanding of this topic?
 - c. How do the study findings help us think differently about how to respond to this particular health issue?
6. Conclude with your thoughts about...
 - a. The contributions that sociology has made to our understanding of this topic
 - b. Questions or areas of interest that could still be explored about this topic from a sociological perspective
7. Be sure to make reference to class discussions and readings in your paper

The emphasis in this assignment should be on sections 5 and 6, where you will demonstrate your own critical thinking and analysis of the contributions that sociology can make to understanding urban health. Your discussion in section 4 should be **brief** and should not dominate your presentation.

The date and time limit for your presentation will be announced early in the term. My feedback on your group presentation will be helpful for preparing your final paper (A3).

A3: “Committing Sociology”: Sociological Responses to Urban Health Issues (35%)

Building on the previous assignments, in this final assignment you will explore how sociological approaches can help frame responses to urban health issues. This assignment is designed to give you an understanding of how sociology can be applied to solutions for “real world” issues in an urban context. *The assignment also acts as your “final exam” for the course so be sure to incorporate ideas from the course and demonstrate your understanding of the core ideas and concepts.*

1. Choose a health issue relevant to urban health.
2. Using a sociological lens, propose and justify an approach to addressing/improving the health issue – *in other words, how can we use sociological ideas to start to 'fix' urban health issues?*
 - a. In your argument, you should...
 - i. Draw upon at least two (2) academic sources[†] written from a sociological perspective
 - ii. Draw upon course concepts and materials
3. Discuss the following questions
 - a. How might a sociological approach to addressing/improving this issue differ from other approaches for doing so?
 - b. What aspects of the health issue can a sociological approach highlight?
 - c. Why are these aspects important to addressing/improving the health issue?
 - d. What are some limits to a sociological approach in addressing/improving the health issue?

In this assignment you will be graded on your ability to:

- Identify sociological studies related to an urban health topic
- Think critically about how sociology as a discipline can contribute to improving health issues in an urban health context – and, what it cannot do
- Demonstrate knowledge of core ideas and concepts in the course.

Maximum length is **1,500 words** (approximately 6 double-spaced pages).

[†] An **academic source** refers to a peer-reviewed, academic journal (e.g., *American Journal of Sociology*; *Sociology of Health & Illness*; *Social Science & Medicine*) or a book published by an academic press (e.g., Oxford University Press). Textbooks do not qualify, although they may give you references to the original study. Newspapers, magazines (such as *Time* or *Maclean's*) and websites, including Wikipedia entries, do not qualify.

E1: Mid-Term Test (35%)

The in-class mid-term test will be short-answer/essay format. It will cover all material from the start of the term through (and including) the May 25 class. The test will take place during class time.

Academic Integrity & Plagiarism

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment (available on Blackboard). **If you do not include the statement, your work will not be graded.**

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the **Turnitin.com** service are described on the **Turnitin.com** web site.