Stella and Charles Guttman Community College
City University of New York (CUNY)

SOCI 231 - Introduction to Urban Community Health
Spring I 2024

Course Section Number	SOCI 231
Course Location	Mondays and Thursdays 11:30am-1pm Room 410

Course Instructor: Kristina Baines, PhD
Contact Information: Kristina.baines@guttman.cuny.edu
Office Hours: Mondays 1:30-2:30pm Guttman North 812 H3 and by appointment

Catalog Description:
This course provides an overview of urban public and community health, and the fields of work in engaging, understanding, preventing and intervening in illness and disability in our City. Students learn the social and policy factors that influence the health of a community and its members; the emerging roles in community health work; and the role of the health care system in community health. Activities will promote development of critical thinking, technical and analytical skills. Examples of individual, community and social change and service are used throughout the course and discussed in line with social justice and human rights goals.

Learning Outcomes:
1. Identify elements that characterize respect for individuals and communities and sensitivity to culture issues and problems;
2. Describe and evaluate problems and issues in community health;
3. Analyze pathways to urban living that affect health including major individual, community, social, environmental and policy factors;
4. Identify the skills needed specifically for a) work with clients, b) work with communities, c) work with agencies and d) policy makers;
5. Understand the organization & administration of local, state, and national official and non-official health agencies, their purposes and functions;
6. Discussion the role of payors providers and regulators in the health care system, and their role in the health of communities
7. Described the separate worked roles for disease and disability prevention, controlling disease and chronic disease management in community health;
8. Identify common resources for community health problem solving.

COURSE REQUIREMENTS

Required Texts: This course uses Open Education Resources/Zero cost course material. There are no required books to purchase for this course. Materials will be provided to you in the Blackboard course modules.

Required Materials: You will need to have access to the Unnatural Cause series. Login to watch for free with your Guttman Community College library barcode
https://guttman.kanopy.com/product/unnatural-causes-9

Course Format

In-Person

This is an in-person course. In-person, or "face-to-face" (f2f) courses meet on campus at Guttman. F2f courses at Guttman have a scheduled meeting time of 3 hours per week. **These are required meetings for your course.** Additionally, you are responsible for completing all coursework and assignments associated with the course outside of the scheduled meeting time. The college and your professors will respond to health and safety guidelines throughout the semester to make sure you have the most safe and best possible learning experience.
For the most up-to-date information on CUNY COVID-19 guidelines, including key information for students, refer to the CUNY website.

Course materials are available via Blackboard ("Bb") and all class assignments not completed during class will be submitted through Blackboard. Regular internet access is essential for successful completion of the course. If you have concerns about access to technology or internet, please contact the Office of Student Engagement at Dean.OSE@guttman.cuny.edu so that they can assist you.

If you need a laptop to complete your coursework, please reach out to IT directly. The link to the student laptop loan resources can be found here: – Technology and Internet ServicesGuttman Community College

Course Communication

I will be communicating with you regarding grades and assignments via Blackboard announcements, email and during our in-person class sessions. If you need to get in touch with me outside of our required meeting times, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to the course on the Blackboard "open forum" Discussion Board. These questions will be answered within 24 hours.

If you are having trouble with this course or its material, you should contact me to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:
· Access blackboard
· Click your name on the main Blackboard navigation panel on the left
· Review your email address. By default, Blackboard uses your college email address

Technology Requirements

You must have access to the Internet to view/hear course materials. No special software is required. The video and Powerpoint presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations
- Reliable Internet access
- A Guttman email account
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
- The latest version of Zoom
- Microsoft Word as your word processing program
- Reliable data storage for your work, such as a USB drive, Dropbox or Office365 OneDrive cloud storage

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. You must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files
- Use Guttman email and attached files
- Check email and Blackboard daily
- Download and upload documents
- Locate information with a browser

Technical Support

If you need access to a laptop, need support or have any technology, IT-related questions including about Blackboard, please contact the helpdesk and submit an online request at helpdesk@guttman.cuny.edu.

The Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM. If you need Blackboard help outside of these hours, you can contact Blackboard support at: 646-664-2024 or go to Help/Support – The City University of New York

If you do not have regular, reliable access to internet, please contact Dean.OSE@guttman.cuny.edu so they can assist you.

General Support

Learning in this format at this time is a challenge for all of us. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, or needs mental health support and believes this may affect their performance in this course is urged to visit the Guttman Essential Information for Personal Well Being website for support and to email the Dean of Students at Dean.OSE@guttman.cuny.edu. Please use these resources for support and let your instructor know if we can support in any other ways.

COVID Related Policies and Procedures

Course Policy on Illness
If you are not feeling well, do not come to campus. If you are staying home due to illness, email your professors and they will provide you with accommodations to complete your coursework remotely.

If you are COVID positive or think you may have been exposed to COVID-19, do the following:

- If you are on campus, go home and call your health provider.
- Contact Elie Yoesoep, our Campus Coronavirus Liaison and report your status: ElieIce.Yoesoep@guttman.cuny.edu
- Follow the advice of your health professional and Elie about your presence on campus (when you can return to class, if you need to quarantine, isolate, etc.).

All reports of COVID exposure on campus will result in contact tracing and you will be notified if you have been exposed by xxx and given guidance on if you must quarantine and when you can return to campus.

Policies and Procedures

All registered students are expected to follow all Guttman and CUNY rules and regulations, in particular the Code of Conduct, Academic Integrity Policy, Sexual Misconduct Policy, and CUNY's Policy on Acceptable Use of Computer Resources during the period of distance learning and online instruction. Any student found to be in violation of these policies can face disciplinary action.

Policy on Academic Honesty

Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work.   GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask.   Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman's academic integrity procedures. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Disability Support Services

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic

accommodations and adjustments for additional information and assistance please call 646-313-8833 or email accessabilityservices@guttman.cuny.edu.

Time Expectations

For every one instructional credit hour, a Guttman student is expected to spend at least two hours studying, reading, writing, researching and working on projects, and preparing for tests. This is a 3-credit course, so you should expect to spend 3 hours in your class session and 6 per week working on assignments out of class.

Starfish

Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to "Raise Your Hand" and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into my.guttman.cuny.edu and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

Attendance Policy

Success in this course is dependent on your active participation throughout the course. You are expected to attend the in-person class session each week and log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to check updates related to the course.

Class Conduct and Viewpoint Tolerance

Some of the issues covered during the seminar may evoke strong emotions.   Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them.   **Civility is essential to all scholarly discourse**.

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in my class.

Course Assignments and Grading

In-Class Synthesis Writing (25%)

At the end of each module, students will write a response to a questions/prompts taken from the course materials and discussion. To prepare, you should be up-to-date with your reading and be active in class discussions. These writing assignments cannot be made up – if you are absent from class, you will receive a 0 for that day's assignment.

In-class Discussion (10%)

We will discuss the readings and concepts from class during each class meeting. All students are expected to be prepared for class and able to regularly share comments and questions with the class.

Media Analysis (15%)

Every day, we receive health messages as we travel through the world. For this assignment, you will photograph or screen shot one message per module and write a 2-sentence caption with your thoughts about the photo. We will post these on a padlet, link to be sent via Blackboard announcement/email.

Collaborative Research Project: free lists, pile sorts and mapping (25%)

Research project: As part of a larger research project, you will conduct short free list interviews and digital pile sorts in your friends/family/community to assess how people are defining health and if that has changed since the beginning of the COVID-19 pandemic. Details on the research protocol are available in Blackboard and will be discussed in class.

Community health resources mapping: You will investigate and assess the health resources and barriers in your community and create 2 maps. These can be created digitally or on paper and photographed for submission. Details are available in Blackboard and the mapping protocols will be discussed in class.

Individual Research: fieldnotes and presentation (25%)

For this assignment, you will conduct a series of observations and write and submit handwritten fieldnotes. Preliminary analysis of you fieldnotes will inform the development of a presentation of your research finding, including a recommended approach to approach and address your topic. You should identify a community health-related topic of your choice to focus on for the development of your individual research. We will brainstorm topics in class, but you are encouraged to be expansive in terms of how you define your community health topic. Additionally, you are encouraged (but not required) to pick a topic that is important to people living in your community.

Course Grading

In class synthesis writing	25%
In class discussion	10%
Media Analysis	15%
Collaborative Research	25%
Individual Research	25%

Grade	Quality Points	100 Point Scale
A+	4.0	97-100%
A	4.0	93-96.9%
A-	3.7	90-92.9%
B+	3.3	87-89.9%
B	3.0	83-86.9%
B-	2.7	80-82.9%
C+	2.3	77-79.9%
C	2.0	73-76.9%
C-	1.7	70-72.9%
D+	1.3	67-69.9%
D (passing)	1.0	60-66.9%
F	0	0-59.9%
NC*	Not calculated	0-59.9%

COURSE CALENDAR

Course Topic Modules	Dates	Topics	Materials and Assignments
Module 1: What is Health?	March 4-March 14	Introductions Defining Health Defining Community Researching Community Health	**Read:** https://www.who.int/about/who-we-are/constitution **Read:** https://www.apha.org/what-is-public-health **Read:** Defining health by addressing individual, social, and environmental determinants, Bircher and Kuruvilla **Read:** Health, Disease, and Illness as Conceptual Tools **Watch:** **In Sickness and In Wealth** (56 min.) **Read:** https://www.nydailynews.com/opinion/ny-oped-health-isnt-just-the-absence-of-disease-20200422-or3csezsbneotlj3mkpnikg7oq-story.html **Research Assignment:** Collect and submit 5 Free Lists

			Media Analysis Post
Module 2: Health in the Body	March 18-March 28	Nature vs Nurture Social Determinants of Health: Race, Class, Gender	**Read:** https://blogs.scientificamerican.com/voices/racism-not-genetics-explains-why-black-americans-are-dying-of-covid-19/ **Read:** Viruell-Fuentes, E. P. Miranda, S. Abdulrahim (2012). More than culture: structural racism, intersectionality theory, and immigrant health. Soc. Sci. Med., 75 (12): 2099-2106. **Watch:** **When the Bough Breaks** (29 min.) **Read:** Lende, D.H., 2012. Poverty poisons the brain. Annals of Anthropological Practice, 36(1), pp.183-201. **Read:** Hepburn, L., Smith, A.C., Zelenski, J. and Fahrig, L., 2021. Bird diversity unconsciously increases people's satisfaction with where they live. *Land*, *10*(2), p.153. **Research Assignment:** Fieldnotes 1 **Media Analysis Post**
Module 3: Health in the Neighborhood	April 1-April 11	Public Health Epidemiology Healthy Environments Health Assessments Health Behavior Intervention	**Read:** Textbook, Chapter 3: Epidemiology (page 59) **Read:** https://www.theatlantic.com/ideas/archive/2020/06/fear-transit-bad-cities/612979/ **Read:** https://www.ph.ucla.edu/epi/snow/snowcricketarticle.html **Read:** https://www.theguardian.com/society/2020/jan/13/racist-housing-policies-us-deadly-heatwaves-exposure-study?fbclid=IwAR2dvtcDogt7tr6aoO41WtNuFLLlYlNmqRcexudhUrCzdLVUn3YBARPhh58 **Watch:** **Place Matters** (29 min.) **Watch:** **Bad Sugar** (29 min.) **Read:** A Biobehavioral Approach to Understanding Obesity and the Development of Obesogenic Illnesses Among Latino Immigrants in the United States **Participate:** Ethical Dilemmas http://www.coolanthropology.com/ethical-dilemmas/considering-in-new-york-city/promoting-healthy-eating-or-unhealthy-stereotypes/ **Research Assignment:** Community Mapping **Media Analysis Post**
Module 4: Health in the USA	April 15-May 9 (**Spring Break**	History of US Healthcare The US Healthcare System Immigrant Health Indigenous Health	**Read:** The History of the US Healthcare System **Read:** Key Features of the Affordable Care Act **Read:**

	April 22-April 30- no classes)		https://www.nytimes.com/2020/06/18/climate/climate-change-pregnancy-study.html?referringSource=articleShare **Watch:** **Becoming American** (29 min.) **Read:** Immigration and Stress **Read:** https://nbclatino.com/2012/08/22/culturally-sensitive-mental-health-treatments-for-young-latinas-that-work/ **Read:** Developing Responsive Indicators of Indigenous Community Health **Read:** Nghiem, T.P.L., Wong, K.L., Jeevanandam, L., Chang, C.C., Tan, L.Y.C., Goh, Y. and Carrasco, L.R., 2021. Biodiverse urban forests, happy people: Experimental evidence linking perceived biodiversity, restoration, and emotional wellbeing. *Urban Forestry & Urban Greening*, *59*, p.127030 **Research Assignment:** Food Mapping **Media Analysis Post**
Module 5: Global Health	May 13-23	Health Environments Health Economics & Policy	**Watch:** https://www.youtube.com/watch?v=7hhWONl9az4 **Read:** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2852240/ **Read:** Health and wellbeing in the changing urban environment: complex challenges, scientific responses, and the way forward **Watch:** **Collateral Damage** (29 min.) **Watch:** https://www.youtube.com/watch?v=5R-I34slANM **Read:** Blackness, Citizenship, and the Transnational Vertigo of Violence in the Americas- Smith **Research Assignment:** Fieldnotes 2 **Media Analysis Post**
Module 6: What is Health Now?	May 30-June 3 (**holidays May 27th and June 6th**)	Health Education Public Health Practice	**Read:** Pandemics' historical role in creating inequality **Watch:** **Not Just a Paycheck** (30 min.) **Research Assignment:** Pile sorts **Research Assignment:** Final presentation (week of June 10) **Media Analysis Post**