

CH 99: Urban Health and Community Planning FALL 2015

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Lectures: Monday, 1:30 - 4 p.m.



This introductory course will explore the relationship between the built environment and human health. Using case examples from different Boston neighborhoods, this class will examine particular aspects of the built environment such as housing, transportation, and food systems and how these influence health outcomes. Particular emphasis will be placed on the experiences of immigrants and low-income minorities in cities and how these groups are trying to improve urban health for their communities. Site visits to Chinatown, Jamaica Plain, Mission Hill and Roxbury will help to illuminate issues in this class and explore what strategies local communities are using to build strong and healthy communities. This class emphasizes student participation and utilizes experiential learning techniques to promote reflection and discussion.

I see this class as a learning community. Everyone in this class is a teacher and a learner and everyone is responsible for helping to foster a supportive and safe learning environment for all. In this class, I encourage you to take risks. Experiential, interactive learning strategies will be employed as teaching strategies and students are expected to be active participants in the class. This class is being co-sponsored by the Jonathan M. Tisch College of Citizenship and Public Service.

Course objectives: In the course, students will explore and integrate readings, films, images, voices of community leaders, and other texts. In a variety of forms, students will draw these texts together with their own experiences and the perspectives of peers, the instructor, and guest speakers. This course is informed by the writing and voices of those who labor to improve justice and equity in urban health.

Learning Objectives

- Explain how cities influence the health of urban residents
- Understand the linkage between the social determinants of health and human health within an urban context
- Describe how city institutions and community agencies can promote positive public health
- Identify community assets and public health challenges of Boston neighborhoods
- How residents and providers think about promoting positive community health

Site visits

Site visits to different communities give students a real-world perspective on the health issues facing Boston residents and what communities are actively doing to promote health and wellness. Through site visits, I hope students learn the following about different neighborhoods:

- What is the history of the neighborhood?
- What health issues affect the health of the neighborhood?
- How do the social determinants of health influence the health of the neighborhood residents?

- What are community agencies doing to promote health and wellness?
- What challenges do community agencies face in their fight for health equity?
- How do community agencies engage a broad range of stakeholders in their work?
- How can students and institutions like Tufts support the work of community agencies?

REQUIRED READINGS

- Alexander, Michelle. *The New Jim Crow: Mass incarceration in the age of colorblindness*
- Coburn, Jason. *Street Science: Community knowledge and environmental health justice*
- Ginwright, Shaun. *Hope and Healing in Urban Education: How urban activists and teachers are reclaiming matters of the heart*
- Rich, John. *Wrong place, wrong time: Trauma and violence in the lives of young black men*
- Medoff, Peter and Holly Sklar. *Streets of Hope: The fall and rise of an urban neighborhood*
- Vrabel, Jim. *A people's history of the new Boston*

There are additional readings and links to films posted on TRUNK.

ASSIGNMENTS

Class participation (10%): The success of this course depends on each of us. I will work hard to make this classroom environment a safe place for all views to be heard and debated. I recognize that not all students feel comfortable speaking up in class, so I want you to try your best. You will not be assessed on the amount of times that you participate; rather, I will base my assessment on your ability to contribute to a productive classroom environment.

Reflection essays (40%): There will be four site trips this semester. After each fieldtrip, please write a 2-4 page reflective essay that captures your insights and observations from this trip. Each essay is worth 10%. **Due: Friday, October 9 at 9 a.m. (Toxic Tour/Roxbury); Friday, October 23 at 9 a.m. (Sociedad Latina/Mission Hill); Friday November 6 at 9 a.m. (Hyde Square Task Force) and Friday November 20 at 9 am (Chinatown)**

Neighborhood portrait: In this assignment, I want you to choose a neighborhood in Boston and learn about the health issues facing this neighborhood. What are the demographics of this neighborhood? What kind of health issues impact the residents of this 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. You will be put into groups and can work together, share resources, etc.

On **Friday, October 2nd**, I'd like you to declare what neighborhood you will work on, if there is a specific health issue you want to tackle, what observations you will do and who you will contact for an interview. (There will be a form on TRUNK for you to fill out.) During the weeks of September 28 and October 5th, I will be having office hours during which we will discuss your proposed project. You will sign up the week of September 21st.

Interview: (10%) Interview a resident or a community leader about what it's like to live in the neighborhood. Write a 4-5 page essay that integrates their story with themes from the class. **Due October 16 at 9 am.**

Observation #1 (10%):

- Option A: Take a walk through the neighborhood and observe the features of the built environment. What assets do you observe about the neighborhood? Write a 4-5 page essay that integrates your experience with themes from the class.
- Option B: Attend a community event or meeting. Write a 4-5 page essay that integrates your experience with themes from the class.

Observation Due: November 13 at 9 am.

Group presentation (10%): On **Monday, November 30th**, your group will present a story that captures the health issues facing the neighborhood. I encourage you to think creatively about how you want to present this story. (A powerpoint is not required!)

Final paper (20%): Using literature (both peer-review and “grey”), your interview and observations, create a portrait of the neighborhood. What are the demographics of this neighborhood? What kind of health issues impact the residents of this neighborhood? What kind of assets, resources and agencies are available that support the health of the residents. You may choose a certain health issue within the neighborhood to focus on such as transportation, housing, education, food access, health care facilities, green space, etc. **Due Monday, December 28 at 9 am.**

Please upload all assignments onto TRUNK in the Assignments folder.

CLASSROOM POLICIES

Written work: All written work must be typed, double-spaced, use 1-inch margins and a twelve-point font. For cited work, you are free to use the format you are most familiar with. Please remember to proofread your work before you hand it in. You may want to give a draft to a friend who can provide feedback on clarity of thought and readability. Spelling, grammar and punctuation will be taken into account in your grade.

Late paper policy: Assignments handed in after the specified due date are considered late and one-point will be deducted from your paper for each day that the paper is late. Papers that are late because of a legitimate excuse are an exception to this rule. If such an issue arises, please be in touch with me ahead of time. Printing or computer problems are not a legitimate excuse.

Questions and concerns: Questions about the course materials and assignments are highly encouraged. Please ask me for clarification if you do not understand something.

Academic integrity: Students are expected to do their own, original work. Plagiarism is not tolerated at Tufts University. Students should familiarize themselves with the University policy on plagiarism at: <http://uss.tufts.edu/dosa/deansoffice/judicial/academicintegrity.asp>

Classroom Etiquette: Students may bring a computer to class in order to take notes. Students are not, however, to use the computer to surf the Internet, e-mail, IM, or engage in activities not related to the course. Students are asked not to talk on the phone or text during class. In the event that students need to be contacted for an emergency, please notify me before class that you will be expecting a call/text and leave the room to take the call/respond to the text.

STUDENTS WITH DISABILITIES:

If you require an accommodation because of a documented disability, please be sure to register with the Disability Services Office at the beginning of the semester. If you have not already done so, call the Student Services Desk at 7-2000 to arrange an appointment with Sandra Baer, Program Director of Disability Services.

Class Overview

Date	Topic	Assignments Due
Sept 14	Introductions, Course Overview, and Community Building	
Sept 21	<p>Framework for Urban Health</p> <p>Guest speaker: Michael Soohoo, Boston Public Health Commission</p>	<p>Read Introduction and Chapters 1- 3 in <i>The New Jim Crow</i></p> <p>Galea S, Freudenberg N, Vlahov D. Cities and population health. <i>Social Science and Medicine</i>. 2005 60(5):1017-1033</p>
Sept 28	<p>Health Equity and Urban Health</p> <p>Discuss <i>The New Jim Crow</i></p> <p>Guest speaker: Shirley Mark, Jonathan M. Tisch College of Citizenship and Public Service</p> <p>DUE Friday, October 2nd at 9 am. Declaration of neighborhood and topic of project.</p>	<p>Read Chapter 4 – 6 in <i>The New Jim Crow</i></p> <p>Mitchell, Tania. Traditional vs. Critical Service-learning: Engaging the literature to differentiate two models. 2008: <i>Michigan Journal of Service Learning</i>. 50-65</p>
Oct 5	<p>Site visit: Roxbury</p> <p>Toxic Tour Led by Alternatives for Communities and Environment, Inc. 2181 Washington St, Roxbury, MA 02119 (617) 442-3343</p> <p>DUE Friday, October 9 at 9 am Reflective essay #1</p>	<p>Loh P, Sugarman-Brozan J, Wiggins S, Noiles D, Archibald C. (2002.) From asthma to AirBeat: Community-driven monitoring of fine particles and black carbon in Roxbury, Massachusetts <i>Environmental Health Perspectives</i> April 100(2): 298-301</p> <p>Jennings J. 2004. Urban Planning, community participation, and the Roxbury Master Plan in Boston. <i>The Annals of the American Academy of Political and Social Science</i>. 594:12-33</p> <p>Read Chapter 1- 4 in <i>Wrong Place, Wrong Time</i></p>

Oct 12	<p>Public Health in Boston</p> <p>De-brief Toxic Tour</p> <p>Discuss <i>Wrong Place, Wrong Time</i></p> <p>Interview: Due Friday, October 16th at 9 am.</p>	<p>Read Chapters 5 – 14 and Conclusion in <i>Wrong Place, Wrong Time</i></p> <p>Watch <i>Eyes on the prize: The keys to the kingdom</i> (Link found on TRUNK)</p>
Oct 19	<p>Site visit: Mission Hill</p> <p>Meet at Sociedad Latina at 2 pm. Address: 1530 Tremont (Roxbury Crossing stop on the Orange Line) Phone: 617-442-4299 (Contact: Jeanette Beltran)</p> <p>Due Friday, October 23 at 9 am Reflective Essay #2</p>	<p>Read Introduction and Chapters 1 – 3 from <i>Street Science</i></p> <p>Watch <i>Mission Hill and the miracle of Boston</i> (Link found on TRUNK)</p>
Oct 26	<p>Land use, transportation and housing</p> <p>Class held 2 – 4 pm at Tufts University School of Medicine 136 Harrison Street M&V 105</p> <p>Debrief site visit to Sociedad Latina</p> <p>Discuss <i>Street Science</i></p> <p>Guest speaker: Doug Brugge, Department of Public Health and Community Medicine</p>	<p>Read Chapters 4-7 from <i>Street Science</i></p> <p>Brugge D, Reisner E, Padró-Martínez LT, Zamore W, Owusu E, Durant JL. In-home air filtration for improving cardiovascular health: Lessons from a CBPR study in public housing. <i>Progress in Community Health Partnerships: Research, Education, and Action</i>. 2013; 7:49-56.</p> <p>Jonathan J. Buonocore, Harrison J. Lee, and Jonathan I. Levy. The Influence of Traffic on Air Quality in an Urban Neighborhood: A Community–University Partnership. <i>American Journal of Public Health</i>: November 2009, Vol. 99, No. S3, pp. S629-S635.</p> <p>Rachel Morello-Frosch, Bill M. Jesdale. Separate and Unequal: Residential Segregation and Estimated Cancer Risks Associated with Ambient Air Toxics in U.S. Metropolitan Areas. <i>Environ Health Perspect</i>. 2006 March; 114(3): 386–393</p>

Nov 2	<p>Site Visit: Jamaica Plain</p> <p>Meet at Hyde Square Task Force Youth Community Development Center (behind the Blessed Sacrament Church) 361 Centre Street Jamaica Plain, MA 02130 (617) 524-8303</p> <p>DUE Friday, November 6 at 9 am Reflective essay #3</p>	<p>Read Chapters 1- 5 in <i>Hope and Healing</i></p>
Nov 9	<p>Gentrification and Health</p> <p>Discuss <i>Hope and Healing</i></p> <p>Observation: Due Friday, November 13 at 9 am.</p>	<p>Read Chapters 6 – 8 in <i>Hope and Healing</i></p> <p>You will be divided into groups to focus on one of these groups and their response to gentrification in Boston.</p> <ul style="list-style-type: none"> • Right to the City • Metropolitan Area Planning Council • Boston Tenants Coalition • Massachusetts Association of CDCs • Action for Regional Equity • Mel King Institute <p>Everyone read: <i>Dealing with Neighborhood Change: A primer on gentrification and policy choices</i></p>
Nov 16	<p>Site visit: Chinatown</p> <p>2-3 pm: Chinatown Tour You will be assigned to a specific organization:</p> <p>Asian Community Development Corporation, 38 Oak Street</p> <p>OR</p> <p>Chinese Progressive Association, 28 Ash Street</p> <p>3-4: Panel of Chinatown Leaders Boston Chinatown Neighborhood Center 38 Ash Street</p> <p>Due Friday November 20 at 9 am Reflective Essay #4</p>	<p>Read: <i>Introduction and Chapter 1- 6 in Streets of Hope</i></p> <p>Leong A. (1997). The struggle over Parcel C: How Boston’s Chinatown won a victory in the fight against institutional expansionism and environmental racism. Boston: Institute for Asian American Studies</p> <p>Lowe L and Brugge D. (2007) Grassroots organizing in Boston Chinatown. A comparison of CDC-style organizing</p>

Nov 23	Coalition-building for Health Discuss <i>Streets of Hope</i> Guest speaker: Roxanne Reddington-Wilde Action for Boston Community Development	Read Chapters 7 – 9 in <i>Streets of Hope</i>
Nov 30	Group presentations	Read Chapters 1 – 9 in <i>A People's History of the New Boston</i>
Dec 7	Class Wrap Up Discuss a <i>People's History of the New Boston</i>	Read Chapters 10-22 and Epilogue in <i>A People's History of the New Boston</i>

Special Events

Wednesday, October 7th at 1 pm: Talk by John Rich, author of *Wrong Place, Wrong Time*.
DeBlois Auditorium
145 Harrison Street
Boston, MA

Friday October 16th 8:30 – 3 pm. 2015 Second Annual Symposium on Asian Health
Together: Strengthening the Health of Chinatown
Sackler 114
145 Harrison Street,
Boston, MA