



STELLA AND CHARLES
GUTTMAN
COMMUNITY COLLEGE

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

SOCI 231 - Introduction to Urban Community Health Spring I 2022

Course Section Number	SOCI 231
Course Location	Hybrid course format In person class: Wednesdays 4:45pm—6:15pm Room 504 Online course hub: Blackboard

Course Instructor: Kristina Baines, PhD

Contact Information: Kristina.baines@guttman.cuny.edu

Office Hours: Wednesdays 3-4pm in Room 611J 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 respective 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>

Readiness and Support

Please familiarize yourself with these important resources to help you navigate learning modalities at Guttman: – [Distance Learning Resources for StudentsGuttman Community College](#)

Course Format

This is a hybrid course. Hybrid classes at Guttman have an on-campus scheduled meeting time of 1.5 hours per week. This is a required meeting for your course. Additionally, you are responsible for completing all the 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. **It is important that you check your Guttman email every day for announcements and updates about your classes.**

Course materials are available via Blackboard (“Bb”) and all class assignments 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

Mask Policy

All students are required to wear masks in the classroom and on campus unless they have an approved accommodation through Guttman's Office of AccessAbility Services (accessabilityservices@guttman.cuny.edu). Students who do not comply will be referred to the Dean of Students for possible disciplinary action.

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:
Eielce.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 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 hybrid course, so you should expect to spend 1.5 hours in your class session and 7.5 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/Netiquette/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 is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. ENGL 287) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

Course Assignments and Grading

Course Schedule

You will complete **one course module for every two weeks** of the course. Each module will begin on a Wednesday (preview Monday) and will end on a Tuesday.

In order to complete all of the module assignments, you will spend about 6 hours per week on the course materials and course-related activities using Blackboard, participating in discussion board, conducting research, writing and reading and reflecting on the texts. A list of bi-weekly responsibilities/deadlines follows:

- Monday- Wednesday: Preview: look over module, reading and watching materials
- **Wednesday 4:45-6:15pm: Attend class**
- Wednesday-Wednesday: Complete readings and watch videos
- Sunday: First PJP discussion post due
- Wednesday 4:45-6:15pm: Attend class
- Tuesday: Module quiz and other assignments/discussion due

Pandemic Journal Project (10%)

This Blackboard discussion post assignment will involve reflection on the [Pandemic Journaling Project](#). This is a global research project designed to capture everyday experiences of the pandemic. The researchers will use the information that they collect to better understand how people are being affected by the pandemic in different ways. This is a great opportunity to take time for yourself to journal and consider your own thoughts while at the same time contributing to important research that will help us all deeply consider how people are dealing in this moment in history. Students in the Spring II semester have talked about how engaging with the project was a very positive experience for them.

Each week, you will engage with the Pandemic Journaling Project in one of two ways (your choice), then post your thoughts on our class discussion board:

1. Read the public posts on the [Featured Entries](#) page and reflect on at least one idea or post that struck you. Make a post in our class discussion forum and share this reflection. These posts can be made using any medium (text, audio recording, photos, etc.).
2. If you choose to participate in the project research (not required; your choice), you will write/speak/create an image of your thoughts on the project site every week and also read the new Featured Entries each week. You will then post about the experience of participating in our class discussion forum.
 1. If you choose this option, you do not need to make your posts public on the site, and you are not required to share what you post in our class discussion forum. These decisions are up to you.
 2. The project website is at <https://pandemic-journaling-project.chip.uconn.edu/>. If you choose to join, go to the website and click on “Join the Project”, or sign up here directly in [English](#) or in [Spanish](#). After your first week, you will receive a weekly reminder to post.

Collaborative COIL Project (40%)

This project engages students from AUC and CUNY to investigate the urban-health challenges facing university students when accessing spaces related to physical and mental health at AUC (Cairo) and Guttman CUNY (NYC). Using online platforms for virtual exchange, students build a comparative analysis of how spatial, social and economic inequalities in campuses are constructed similarly and/or differently in both contexts. Semi-structured interviews, questionnaires, non-participatory observation, community focused groups, photos of the built environment together with mapping and visual graphics will be used to analyze, synthesize and propose solutions. The project addresses the United Nations’ SDG10 that emphasizes the importance of reducing inequalities within and among countries. The experiential learning project is twofold. First, it is a cross-cultural experience with group-work and teams created across the Atlantic between the global north (US) and the global south (Egypt). Secondly, students are challenged to explore the inherited social, economic and spatial registers facing university-campuses when dealing with the pandemic and turbulent uncertainties at each respective community. At Cairo, students will explore students’ usage of open spaces and health-related facilities to maintain physical and mental health. At New York City, students will explore the utilization of open spaces and health-related facilities at Guttman College – CUNY in mitigating Non-Communicable Diseases (NCDs). At the end of the semester, both classes at AUC and Guttman College will participate in a student conference to disseminate their findings.

Details and the timeline for our work with AUC students are available on the module outline. Our investigation will center on 2 major assignments:

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 the modules. You will also collaboratively develop interview questions with AUC students and conduct interviews with college students related to health.

Community health resources mapping: You will investigate and assess the health resources and barriers in your community and create a map. This can be created digitally or on paper and photographed for submission. Details are available in the module.

Quizzes (20%)

There will be one short quiz on the materials presented in each module to be taken online. Please make sure you have completed reviewing the module contents before attempting the quiz.

Final paper (30%)

Beginning with module 2, you will begin to apply what you are learning to a specific community health topic. For modules 3-5, you will write 1-2 page paper focusing on the specific level of analysis we are learning about and discussing in that module (neighborhood, national, global). You will then compile and edit these shorter papers, adding an introduction and conclusion, and submit a final research paper (6-8 pages).

You should identify a community health-related topic of your choice to focus on for the development of your research papers. Some potential topics for your research papers include (but are not limited to):

- COVID-19 pandemic
- Police Violence
- Diabetes and Chronic Disease
- Water Contamination Crises
- Opioid Crisis
- Air Quality and Asthma
- Student Health and Wellness

Course Grading

Pandemic Journaling Project	10%
COIL Project	40%
Online Quizzes (6)	20%
Final Paper	30%

Grade Quality Points 100 Point Scale

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

<i>Course Topic Modules</i>	<i>Dates</i>	<i>Topics</i>	<i>Materials and Assignments</i>
Module 1: What is Health?	March 9- March 22	Introductions Defining Health Defining Community Researching Community Health	<p>Discussion: Video Introductions</p> <p>Read: https://www.who.int/about/who-we-are/constitution</p> <p>Read: https://www.apha.org/what-is-public-health</p> <p>Read: Defining health by addressing individual, social, and environmental determinants, Bircher and Kuruville</p> <p>Read: Health, Disease, and Illness as Conceptual Tools</p> <p>Watch: In Sickness and In Wealth (56 min.)</p> <p>Read: https://www.nydailynews.com/opinion/ny-oped-health-isnt-just-the-absence-of-disease-20200422-or3csezsbneotlj3mkpnikg7oq-story.html</p> <p>Discussion: Health Definitions</p> <p>Research Assignment: Collect and submit 5 Free Lists</p> <p>Journal: Fieldnotes</p> <p>Discussion: Pandemic Journal</p> <p>Quiz 1</p>
Module 2: Health in the Body	March 23- April 5	Nature vs Nurture Social Determinants of Health: Race, Class, Gender	<p>Read: https://blogs.scientificamerican.com/voices/racism-not-genetics-explains-why-black-americans-are-dying-of-covid-19/</p> <p>Read: Viruell-Fuentes, E. P. Miranda, S. Abdulrahim (2012). More than culture: structural racism, intersectionality theory, and immigrant health. <i>Soc. Sci. Med.</i>, 75 (12): 2099-2106.</p> <p>Watch: When the Bough Breaks (29 min.)</p>

			<p>Read: Lende, D.H., 2012. Poverty poisons the brain. <i>Annals of Anthropological Practice</i>, 36(1), pp.183-201.</p> <p>Discussion: Race, Racism and Biology</p> <p>Research Assignment: Identify and explain a case study focus</p> <p>Discussion: Pandemic Journal</p> <p>Quiz 2</p>
Module 3: Health in the Neighborhood	<p>April 6- May 3</p> <p>No in-class meetings:</p> <p>Spring Break</p> <p>April 15-24</p> <p>Community Days-</p> <p>April 27 and 28</p>	<p>Public Health</p> <p>Epidemiology</p> <p>Healthy Environments</p> <p>Health Assessments</p> <p>Health Behavior</p> <p>Intervention</p> <p>**COIL project research</p>	<p>Read: Textbook, Chapter 3: Epidemiology (page 59)</p> <p>Read: https://www.theatlantic.com/ideas/archive/2020/06/fear-transit-bad-cities/612979/</p> <p>Read: https://www.ph.ucla.edu/epi/snow/snowcricketarticle.html</p> <p>Read: https://www.theguardian.com/society/2020/jan/13/racist-housing-policies-us-deadly-heatwaves-exposure-study?fbclid=IwAR2dvtcDogt7tr6aoO41WtNuFLIYINmqRcexudhUrCzdLVUn3YBARPhh58</p> <p>Watch:</p> <p>Place Matters (29 min.)</p> <p>Assignment/Discussion: Community Mapping</p> <p>Watch:</p> <p>Bad Sugar (29 min.)</p> <p>Read:</p> <p>A Biobehavioral Approach to Understanding Obesity and the Development of Obesogenic Illnesses Among Latino Immigrants in the United States</p> <p>Participate:</p> <p>Ethical Dilemmas</p> <p>http://www.coolanthropology.com/ethical-dilemmas/considering-in-new-york-city/promoting-healthy-eating-or-unhealthy-stereotypes/</p> <p>Discussion: Blaming the Individual</p> <p>Research Assignment: Your case study at the neighborhood level (1-2 pages)</p> <p>Discussion: Pandemic Journal</p> <p>Quiz 3</p>
Module 4: Health in the USA	<p>May 4- May 17</p>	<p>History of US Healthcare</p> <p>The US Healthcare System</p> <p>Immigrant Health</p> <p>Indigenous Health</p>	<p>Read: The History of the US Healthcare System</p> <p>Read: Key Features of the Affordable Care Act</p> <p>Read: https://www.nytimes.com/2020/06/18/climate/climate-change-pregnancy-study.html?referringSource=articleShare</p> <p>Watch:</p>

			<p>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/ Discussion: Immigrants and the Healthcare System Read: Developing Responsive Indicators of Indigenous Community Health Research Assignment: Your case study at the national level (1-2 pages) Discussion: Pandemic Journal Quiz 4</p>
Module 5: Global Health	May 18- May 31	Health Environments Health Economics & Policy	<p>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-l34sIANM Read: Blackness, Citizenship, and the Transnational Vertigo of Violence in the Americas- Smith Discussion: Global Community Connections Research Assignment: Your case study at the international level (1-2 pages) Discussion: Pandemic Journal Quiz 5</p>
Module 6: What is Health Now?	June 1- June 14	Health Education Public Health Practice	<p>Read: Pandemics' historical role in creating inequality Watch: Not Just a Paycheck (30 min.) Discussion: What is the role of public health now? Research: pile sorts Journal: Fieldnotes Research Assignment: Final paper (6-8 pages) Discussion: Pandemic Journal Quiz 6</p>