

# GEOG 542

## Neighborhoods and Health

### Fall 2016 Class meets:

Tuesdays 3:30-6:30 PM  
Davie Hall 101

Instructor: Mike Emch  
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Office: 206 Carolina Hall  
Office Hours: Tuesdays and Thursdays 2:30-3:30 and by appointment

### Course Objectives

Your Zip code is usually more important for your health than your genetic code and this class explores this notion. GEOG 542 is an advanced class on neighborhoods and health. We will critically review the theory and methods of neighborhoods and health studies. We will also talk about how space is/isn't/should be involved in neighborhood and health studies even though much of the existing literature hasn't addressed this directly. We'll try to answer some of the following questions. What is a neighborhood? Are there neighborhood effects on health? What are the mechanisms by which neighborhoods influence health? Is context important or are neighborhood studies simply studies of unspecified compositional effects? Can we distinguish between context and composition? Are multilevel models the answer, worthless, or only useful for preliminary tests that lead to provisional conclusions? What sorts of methods need to be employed in neighborhood studies beyond multilevel models? Are spatially explicit models the answer? Are randomized trials the answer?

### Readings

We will read **Neighborhoods and Health** by Ichiro Kawachi and Lisa Berkman. (ISBN 0195138384, Oxford University Press, 2003) as well as many journal papers. The papers are listed on the schedule below and are accessible via the course Sakai site.

### Portfolio

Everything you produce in the class will be part of your class portfolio. All of your portfolio items should be put in your Sakai Drop Box each week **before** class. These items are described below and include weekly reading reflections, discussion leader questions, project outline, and final presentation Powerpoint.

## **Classroom Activities, Reading Reflections, and Discussion**

Life is one messy group project and a university is a good place to learn to work with others. Class time will be composed of different activities including discussions of readings and working in groups on exercises focused on neighborhoods and health. You will hand in reading reflections each week **before** class on your Sakai Dropbox. The general rule in this class is that whenever you read something or do something you will write something. The reflections will consist of a typed paragraph or two describing the 3-5 most useful things you learned from the readings for that week. The reflections should be put in portfolio each week based on the schedule below (even if we get behind). Each item in your portfolio should have your name and the week number e.g. ReadingReflectionWeek2Emch.doc. When you work on a group exercise in class you should also put the output in your Sakai DropBox portfolio with an appropriate title e.g. InClassExercise#1Emch.doc. Each person in the group will need to upload it separately to your Sakai Dropbox.

To facilitate an interactive discussion each student will be a discussion leader two times during the semester for which they will receive a grade. This person is responsible for leading the classroom discussion along with the instructor. They should come prepared with open-ended questions for the readings that they will write on the board at the beginning of class so the class can discuss them. What is an open-ended question? They cannot be answered directly from the readings but should build on the text and facilitate discussion. These discussion questions should be put on the Sakai Drop Box site with an appropriate name e.g., DiscussionQuestionsWeek5Emch.doc. They should also be emailed to the instructor to look at least an hour before class. There are multiple discussion leaders per day so you might want to get together with your colleagues in person or via email to plan the discussion.

## **Project**

A project is required for all students. It is intended to provide a deeper understanding of a health issue that involves neighborhood effects. The deliverable is a Powerpoint presentation that you will present to the class. You should use the knowledge you acquire in the class discussion, book, and papers of the course. Your presentation should include the following sections: Introduction with research question(s), Literature Review, Methods, Results, and Conclusions. Halfway through the semester you are to hand in a 1-2 page project outline with the research question(s) underlined as well as a description of each section of the project. It should be put on your Sakai Drop Box portfolio by the due date listed on the schedule below. You will also present the outline to the class that day to get feedback from your classmates. You can either provide your classmates with a handout or put it on a Powerpoint slide. The idea is to get feedback on your ideas from classmates at a formative stage of the process. At the end of the semester when you do your Powerpoint presentation you should put it on the Sakai Drop Box site.

## Grading

Class exercises 20%

Reading Reflections, Discussion Lead, and Discussion Participation 30%

Project 50%

Attendance to this course is mandatory. You are expected to take part in the discussions and if you are not in class then you cannot. If there is a special reason that you need to miss class such as a conference or a religious holiday then let the instructor know. Email the instructor each time you miss class before you miss class. Also, each time you miss class you must hand in a one-page typed summary/ critique of each reading for that day within one week of missing the class. If you don't hand this end then you will be penalized 7% for each class period that you miss. You need to hand in the summary/ critique even if you have a good reason for missing class.

**Schedule:** Note: K&B is the Kawachi and Berkman book and papers are available on Sakai under Readings folder under the Resources tab.

<b>Week: Date</b>	<b>Readings/ Activities</b>
Week 1: August 23	Course Overview/ Introductory Presentation/Discussion on Neighborhoods and Health
Week 2: Aug 30	Read RWJF 2011. "Neighborhoods and Health".  K&B Chapter 1  Diez Roux, AV. 2001. "Investigating Neighborhood and Area Effects on Health" <i>American Journal of Public Health</i> . 91(11): 1783-89.
Week 3: Sep 6	K&B Chapter 2  Mayer, S.E. and Jencks, C. 1989. "Growing Up in Poor Neighborhoods: How Much Does it Matter?" <i>Science</i> 243: 1441-1445.  Macintyre S, Ellaway A, Cummins S. 2002. Place effects on health: how can we conceptualise, operationalise and measure them? <i>Social Science and Medicine</i> . 55(1):125-39.
Week 4: Sep 13	Sampson, RJ; Morenoff, JD; Gannon-Rowley, T. 2002. "Assessing Neighborhood Effects: Social Processes and New Directions in Research. <i>Annual Review of Sociology</i> 28: 443-78.  Oakes, J. Michael. 2004. "The (Mis)Estimation of Neighborhood Effects: Causal Inference in a Practicable Social Epidemiology." <i>Social Science &amp; Medicine</i> 58:1929-1952.
Week 5: Sep 20	K&B Chapters 3 and 4
Week 6: Sep 27	K&B Chapters 5 and 6

	Short presentation of project outline to classmates. See Discussion Exercise 4
Week 7: Oct 4	K&B Chapters 7 and 8 Short presentation of project outline to classmates. See Discussion Exercise 4
Week 8: Oct 11	Rundle, A. et al. (2011) Using Google Street View to Audit Neighborhood Environments. <i>Am J Prev Med</i> 40(1):94 –100).  Mooney, S et al. (2014) Validity of an Ecometric Neighborhood Physical Disorder Measure Constructed by Virtual Street Audit. <i>American Journal of Epidemiology</i> . 180(6):626-35.  Bader, M. (2016) Protecting Personally Identifiable Information When Using Online Geographic Tools for Public Health. <i>AJPH</i> , 106(2): 206-208.  Exercise 5: Part 1
Week 9: Oct 18	Meet in Davis Library, second floor computer lab. The topics covered will include (1) neighborhood measurement using Google Street View in Liquid Galaxy and (2) finding neighborhood data for neighborhoods and health studies.
Week 10: Oct 25	Final 1-2 page project outline is due today.  Kim R and Subramanian SV (2016) What’s Wrong with Understanding Variation Using a Single-Geographic Scale? A Multilevel Geographic Assessment of Life Expectancy in the United States. <i>Procedia Environmental Sciences</i> 36: 4–11.  Entwistle, B. (2007) Putting People Into Place. <i>Demography</i> . Volume 44 (4): 687-703.  Exercise 5: Part 2
Week 11: Nov 1	Field Trip: Meet in Circle near Playmakers  Exercise 5: Part 3
Week 12: Nov 8	Karb RA, Elliott MR, Dowd JB, Morenoff JD. (2012) Neighborhood-level stressors, social support, and diurnal patterns of cortisol: the Chicago Community Adult Health Study. <i>Soc Sci Med</i> . 2012 Sep;75(6):1038-47. doi: 10.1016/j.socscimed.2012.03.031.  Mair C, Diez Roux AV, Morenoff JD. (2010) Neighborhood stressors and social support as predictors of depressive symptoms in the Chicago Community Adult Health Study. <i>Health Place</i> . 2010 Sep;16(5):811-9.

	<p>doi: 10.1016/j.healthplace.2010.04.006.</p> <p>Finish Exercise 5: Each person will present 1 Powerpoint slide with findings</p>
Week 13: Nov 15	<p>K&amp;B Chapters 10 and 12</p> <p>Feigenbaum and Muller (2016). Lead exposure and violent crime in the early twentieth century. <i>Explorations in Economic History</i></p>
Week 14: Nov 22	<p>K&amp;B Chapters 13</p> <p>Chetty R, Stepner M, Abraham S, Lin S, Scuderi B, Turner N, Bergeron A, Cutler D (2016) The Association Between Income and Life Expectancy in the United States, 2001-2014. <i>JAMA</i>. 2016;315(16):1750-1766. doi:10.1001/jama.2016.4226.</p> <p>Balfour, JL and Kaplan, G. Neighborhood Environment and Loss of Physical Function in Older Adults: Evidence from the Alameda County Study. <i>American Journal of Epidemiology</i> Vol. 155, No. 6 : 507-515.</p>
Week 15: Nov 29	<p>Katz, Lawrence F., Jeffrey R. Kling, and Jeffrey B. Liebman, "Moving to Opportunity in Boston: Early Results of a Randomized Mobility Experiment," <i>Quarterly Journal of Economics</i> (May 2001) 607-654.</p> <p>Goering J, Feins JD, Richardson TM (2002) A Cross-Site Analysis of Initial Moving to Opportunity Demonstration Results. <i>Journal of Housing Research</i>. Volume 13 Issue 1: 1-30.</p>
Week 16: Dec 6	<p>Cerdá M, Morenoff JD, Hansen BB, Tessari Hicks KJ, Duque LF, Restrepo A, Diez-Roux AV. (2012) Reducing violence by transforming neighborhoods: a natural experiment in Medellín, Colombia. <i>Am J Epidemiol</i>. 2012 May 15;175(10):1045-53. doi: 10.1093/aje/kwr428.</p> <p>Buka SL, Brennan RT, Rich-Edwards JW, Raudenbush SW, Earls F. 2003. Neighborhood support and the birth weight of urban infants. <i>American Journal of Epidemiology</i> 157(1):1-8.</p>
Class Exam Time: Dec 13 4-7pm	Project Presentations