COVID-19 STATEMENT

It is important to acknowledge that we are living through extremely difficult and unprecedented times. For many of us these are filled with stress, anxiety, and uncertainty. I do not want this course to add to an already stressful situation. Rather than proceed in ‘business as usual’ fashion, I want us to take a step back and prioritize understanding, kindness, flexibility, and community. Though part of the class is asynchronous, there will also be plenty of opportunities to connect with me and your classmates. I hope that by regularly sharing ideas and learning from each other, we can better understand how the neighborhoods in which we live and spend time can impact our everyday lives.

Course Description

Just as conditions within our homes have important implications for our health, conditions in the neighborhoods surrounding our homes also can have major health effects. Social, economic, and environmental features of neighborhoods have been linked with mortality, general health status, disability, birth outcomes, chronic conditions, obesity, depression, injuries, violence, health behaviors and more. In this course, we consider whether and how the characteristics of neighborhoods shape the physical and mental health of individuals, and how neighborhoods contribute to persistent health disparities. Special attention will be devoted to conceptual and methodological challenges to detecting the prevalence and magnitude of ‘neighborhood effects’ on health.

The course has two principal objectives. The first is to survey the burgeoning body of scholarship devoted to uncovering whether and how neighborhoods shape our health and well-being. Readings are drawn mainly from interdisciplinary journals across several social scientific fields, including sociology, demography, public health, epidemiology, and geography, as well as chapters taken from prominent books on the topic. All have been selected with an eye toward capturing the diverse conceptual, theoretical, and methodological strategies that characterize this impactful and exciting area of research. The second objective is to help you develop a professionally useful paper that will lead to a meeting presentation, a journal publication, a master’s project, and/or a dissertation proposal.

Course Structure/Delivery

The course is designated “asynchronous, with synchronous components.” My plan is to meet once a week on Thursdays synchronously for in-class activities and discussions of the readings. For Thursdays, students are expected to come prepared to discuss and critically engage with the readings. Rather than meet on Tuesdays, I plan to have a brief recorded lecture posted to Canvas for you to review that covers the topic of the week. I will have scheduled office hours during Tuesday’s class time (see my Calendly for details).

Course Readings

We will read and discuss articles published in academic journals and book chapters. These readings are the focus of our weekly discussions and you should have read them before our discussion meetings. All readings are available on Canvas as PDFs. Please let me know if you have any problems accessing the readings.

A note on the weekly readings: As you will see in the course schedule, I have organized the course based on weeks, rather than class periods. This is due to the asynchronous/synchronous nature of the course. I recommend that you read the articles in the order as they appear, starting at the beginning of the week. Deadlines for discussion posts are
Thursday mornings, so you should plan on finishing the reading by mid-week. For students unfamiliar with reading academic articles, I will provide some useful tips on how to read them in the first week of the term.

**Course Requirements and Grading**

**Participation (25%):** TBD

**Mid-Term Exam (30%):** The exam, distributed early in the semester, is of the take-home variety. Details to come.

**Paper (45%):** TBD

**Grading Scale:** Below is the percentage breakdown on which your final grade will be based.

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<thead>
<tr>
<th>Final Grade</th>
<th>Percent:</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A–</td>
<td>90-93.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>84-86.9</td>
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<tr>
<td>B–</td>
<td>80-83.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>74-76.9</td>
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<tr>
<td>C–</td>
<td>70-73.9</td>
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<tr>
<td>D</td>
<td>60-69.9</td>
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<tr>
<td>E</td>
<td>Below 60</td>
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**Relevant Policies and Resources**

**Late Policy:** I am willing to grant one 24-hour extension on any assignment, no questions asked. But after that, the grade for a late assignment will be reduced by 7 percentage points for each day late (e.g., 1 day late a grade of 100 would be reduced to a 93; 2 days, 86; and so on). Given the circumstances, I am willing to be flexible with this policy, within reason. **Remember to please meet with me if you are having difficulty keeping up with the coursework.**

**Accessibility Resources:** Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/video meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my online course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; student.accessibility.services@dartmouth.edu; http://www.dartmouth.edu/~accessibility/; 603-646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

**Academic Integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth Academic Honor Principle will be notified and reported to the appropriate authorities (http://student-affairs.dartmouth.edu/policy/academic-honor-principle). For additional resources on the Academic Honor Code, plagiarizing, and proper citation of sources, please see the following link: http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth
Religious Observance Policy: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course (such as an exam day), please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Basic Needs: Your safety and well-being are more important than anything going on in class. Please feel free to reach out to me if you need to talk and feel comfortable doing so. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of the College for support.

Statement of Mental Health and Resources: The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (http://www.dartmouth.edu/~upperde/), Counseling and Human Development (http://www.dartmouth.edu/~chd/), and the Student Wellness Center (http://www.dartmouth.edu/~healthed/).

Consent to Record: Please the following language regarding your consent to recordings (https://dcal.dartmouth.edu/resources/course-design-preparation/syllabus-guide)

1. Consent to recording of course and group office hours:
   a) I affirm my understanding that this course and any associated group meetings involving students and the instructor, including but not limited to scheduled and ad hoc office hours and other consultations, may be recorded within any digital platform used to offer remote instruction for this course;
   b) I further affirm that the instructor owns the copyright to their instructional materials, of which these recordings constitute a part, and distribution of any of these recordings in whole or in part without prior written consent of the instructor may be subject to discipline by Dartmouth up to and including expulsion;
   c) I authorize Dartmouth and anyone acting on behalf of Dartmouth to record my participation and appearance in any medium, and to use my name, likeness, and voice in connection with such recording;
   d) I authorize Dartmouth and anyone acting on behalf of Dartmouth to use, reproduce, or distribute such recording without restrictions or limitation for any educational purpose deemed appropriate by Dartmouth and anyone acting on behalf of Dartmouth.

2. Requirement of consent to one-on-one recordings:
   a) By enrolling in this course, I hereby affirm that I will not under any circumstance make a recording in any medium of any one-on-one meeting with the instructor without obtaining the prior written consent of all those participating, and I understand that if I violate this prohibition, I will be subject to discipline by Dartmouth up to and including expulsion, as well as any other civil or criminal penalties under applicable law.
Week 1 (1/5 – 1/7): Thinking about Neighborhood Effects


Week 2 (1/12 – 1/14): Residential Segregation and Health


Week 3 (1/19 – 1/21): Neighborhood Socioeconomic Context and Disorder


Week 4 (1/26 – 1/28): Neighborhood Built Environment


**Week 5 (2/2 – 2/4): Exploring Mechanisms: Theories**


**Week 7 (2/16 – 2/18): New Directions in Studying Neighborhood Effects on Health**


David T. Takeuchi (eds.), *Communities, Neighborhoods, and Health: Expanding the Boundaries of Place*. New York: Springer.


**Week 8 (2/23 – 2/25): Breaking Away from Residential Neighborhoods**


**Week 9 (3/2 – 3/4): Paper Presentations**