

SOC 79.12: Neighborhoods and Health
Winter 2021
Tue/Thu 10:20-12:10pm
Remote

Professor: Gregory Sharp

Email: Gregory.K.Sharp@Dartmouth.edu

Office Hours: By appointment: <https://calendly.com/gregorysharp>

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.

Final Grade	Percent:
A	94-100
A-	90-93.9
B+	87-89.9
B	84-86.9
B-	80-83.9
C+	77-79.9
C	74-76.9
C-	70-73.9
D	60-69.9
E	Below 60

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.

Tentative Course Schedule
(Syllabus is subject to change with advanced notice)

Week 1 (1/5 – 1/7): Thinking about Neighborhood Effects

Sampson, Robert J. 2012. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press. (Ch. 1: “Placed,” pp. 3-25, Ch. 2: “Neighborhood Effects: The Evolution of an Idea,” pp. 31-49)

Sharkey, Patrick and Jacob W. Faber. 2014. “Where, When, Why, and For Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects.” *Annual Review of Sociology* 40:559-79.

Diez Roux, Ana V. and Christina Mair. 2010. “Neighborhoods and Health.” *Annals of the New York Academy of Sciences* 1186:125-45.

Oakes, J. Michael, Kate E. Andrade, Ifrah M. Biyoow, and Logan T. Cowan. 2015. “Twenty Years of Neighborhood Effect Research: An Assessment.” *Current Epidemiology Reports* 2:80-87.

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

Williams, David R. and Chiquita Collins. 2001. “Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health.” *Public Health Reports* 116:404-16.

Walton, Emily. 2009. “Residential Segregation and Birth Weight among Racial and Ethnic Minorities in the United States.” *Journal of Health and Social Behavior* 50:427-42.

Mujahid, Mahasin S., Latetia V. Moore, Lucia C. Petito, Kiarri N. Kershaw, Karol Watson, and Ana V. Diez Roux. 2017. “Neighborhoods and Racial/Ethnic Differences in Ideal Cardiovascular Health (The Multi-Ethnic Study of Atherosclerosis).” *Health & Place* 44:61-69.

Do, D. Phuong, Reanne Frank, Cheng Zheng, and John Iceland. 2017. “Hispanic Segregation and Poor Health: It’s Not Just Black and White.” *American Journal of Epidemiology* 186:990-99.

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

Robert, Stephanie A. 1999. “Socioeconomic Position and Health: The Independent Contribution of Community Socioeconomic Context.” *Annual Review of Sociology* 25:489-516.

Wen, Ming, Christopher R. Browning, and Kathleen A. Cagney. 2003. “Poverty, Affluence, and Income Inequality: Neighborhood Economic Structure and Its Implications for Health.” *Social Science & Medicine* 57:843-60.

Ross, Catherine R. and John Mirowsky. 2001. “Neighborhood Disadvantage, Disorder, and Health.” *Journal of Health and Social Behavior* 42:258-76.

Upenieks, Laura, Markus H. Schafer, and James Iveniuk. 2016. “Does Disorder Get ‘Into the Head’ and ‘Under the Skin’? Layered Contexts and Bi-Directional Associations.” *Health & Place* 39:131-41.

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

Downey, Liam and Marieke Van Willigen. 2005. “Environmental Stressors: The Mental Health Impacts of Living Near Industrial Activity.” *Journal of Health and Social Behavior* 46:289-305.

Cummins, Steven, Ellen Flint, and Stephen A. Matthews. 2014. "New Neighborhood Grocery Store Increased Awareness of Food Access but did not Alter Dietary Habits or Obesity." *Health Affairs* 33:283-91.

Anguelovski, Isabelle. 2015. "Healthy Food Stores, Greenlining and Food Gentrification: Contesting New Forms of Privilege, Displacement and Locally Unwanted Land Uses in Racially Mixed Neighborhoods." *International Journal of Urban and Regional Research* 39:1209-30.

Christine, Paul J., Kari Moore, Natalie D. Crawford, Tonatiuh Barrientos-Gutierrez, Brisa N. Sánchez, Teresa Seeman, and Ana V. Diez Roux. 2016. "Exposure to Neighborhood Foreclosures and Changes in Cardiometabolic Health: Results from MESA." *American Journal of Epidemiology* 185:106-14.

Plane, Jocelyn and Fran Klodawsky. 2013. "Neighborhood Amenities and Health: Examining the Significance of a Local Park." *Social Science & Medicine* 99:1-8.

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

Walton, Emily. 2014. "Vital Places: Facilitators of Behavioral and Social Health Mechanisms in Low-Income Neighborhoods." *Social Science & Medicine* 122:1-12.

Sampson, Robert J. 2012. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press. (Ch. 7: "The Theory of Collective Efficacy," pp. 149-78)

Kawachi, Ichiro and Lisa F. Berkman. 2001. "Social Ties and Mental Health." *Journal of Urban Health* 78:458-67.

Carpiano, Richard M. 2006. "Toward a Neighborhood Resource-Based Theory of Social Capital for Health: Can Bourdieu and Sociology Help?" *Social Science & Medicine* 62:165-75.

Week 6 (2/9 – 2/1): Exploring Mechanisms: Empirical Tests

Carpiano, Richard M. 2007. "Neighborhood Social Capital and Adult Health: An Empirical Test of a Bourdieu-Based Model." *Health & Place* 13:639-55.

Haines, Valerie A., John J. Beggs, and Jeanne S. Hurlbert. 2011. "Neighborhood Disadvantage, Network Social Capital, and Depressive Symptoms." *Journal of Health and Social Behavior* 52:58-73.

Stockdale, Susan E., Kenneth B. Wells, Lingqi Tang, Thomas R. Belin, Lily Zhang, and Cathy D. Sherbourne. 2007. "The Importance of Social Context: Neighborhood Stressors, Stress-Buffering Mechanisms, and Alcohol, Drug, and Mental Health Disorders." *Social Science & Medicine* 65:1867-81.

Jackson, Nicki, Simon Denny, Janie Sheridan, Jinfeng Zhao, and Shanthy Ameratunga. 2016. "The Role of Neighborhood Disadvantage, Physical Disorder, and Collective Efficacy in Adolescent Alcohol Use: A Multilevel Path Analysis." *Health & Place* 41:24-33.

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

Chaix, Basile, Juan Merlo, David Evans, Cinira Leal, and Sabrina Havard. 2009. "Neighborhoods in Eco-Epidemiologic Research: Delimiting Exposure Areas: A Response to Riva, Gauvin, Apparicio and Brodeur." *Social Science & Medicine* 69:1306-10.

Matthews, Stephen A. 2011. "Spatial Polygamy and the Heterogeneity of Place: Studying People and Place via Egocentric Methods." Pp. 35-55 in Linda M. Burton, Susan P Kemp, ManChui Leung, Stephen A. Matthews, and

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

Kwan, Mei-Po. 2012. "The Uncertain Geographic Context Problem." *Annals of the Association of American Geographers* 102:958-68.

Browning, Christopher R. and Brian Soller. 2014. "Moving Beyond Neighborhood: Activity Spaces and Ecological Networks as Contexts for Youth Development." *Cityscape* 16:165-96.

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

Jones, Malia and Anne Pebley. 2014. "Redefining Neighborhoods Using Common Destinations: Social Characteristics of Activity Spaces and Home Census Tracts Compared." *Demography* 51:727-52.

Basta, Luke A., Therese S. Richmond, and Douglas J. Wiebe. 2010. "Neighborhoods, Daily Activities, and Measuring Health Risks Experienced in Urban Environments." *Social Science & Medicine* 71:1943-50.

Inagami, Sanae, Deborah A. Cohen, and Brian K. Finch. 2007. "Non-Residential Neighborhood Exposures Suppress Neighborhood Effects on Self-Rated Health." *Social Science & Medicine* 65:1779-91.

Sharp, Gregory, Justin T. Denney, and Rachel T. Kimbro. 2015. "Multiple Contexts of Exposure: Activity Spaces, Residential Neighborhoods, and Self-Rated Health." *Social Science & Medicine* 146:204-13.

Browning, Christopher R., Catherine A. Calder, Jodi L. Ford, Bethany Boettner, Anna L. Smith, and Dana Haynie. 2017. "Understanding Racial Differences in Exposure to Violent Areas: Integrating Survey, Smartphone, and Administrative Data Resources." *ANNALS of the Academy of Political and Social Sciences* 669:41-62.

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