Health, Sustainability and Neighborhoods  
SOC 410/510  
Spring 2012  
238 NH; Tu & Th, 10:00-11:50 a.m.

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This course explores health and sustainability in a neighborhood context. A typical class session will be a combination of lecture, discussion of readings, and small-group discussion (and some movies). There will also be three computer lab sessions and three or more days of field research to facilitate your neighborhood research project. The next section details course requirements; however, here are some of the benefits of taking this course:

* We will read engaging scholarship about health and sustainability in urban America.  
* We will discuss topics that are likely to be relevant and compelling to your life.  
* There will be many opportunities to exchange ideas in class.  
* You will learn how to research neighborhoods using qualitative and quantitative data.

MAJOR CLASS ACTIVITIES

Readings & Write-ups (40%)  
To maximize learning students must complete the readings before class time and be ready to discuss them. To insure this, you will answer questions about the readings and write reflections before ten classes. You will type them and then bring them to class. Turn in one paper copy to the TA at the beginning of class and keep one copy for you (to refer to during class).

- Keep an electronic copy of your answers to use when doing your research project.  
- See page 7 for an example of a well-written answer.  
- FYI: There are no exams in this course.  
- Since it is vital that you complete the readings (and reflect on them) before class, no late write-ups or write-ups without attending class will be accepted.  
- However, your two lowest write-up scores will be dropped; it is recommended that you save these two “drops” for emergencies.
Class Attendance and Participation (10%)
- In order to maximize your learning experience, attendance is mandatory. Please only take this course if you are willing and able to attend class.
- Attendance is a necessary, but not sufficient, condition for participation. Please come to class ready to listen, reflect, and participate. There will be plenty of opportunities to speak in small groups and in the large group.
- In order for all of us to focus on course-related topics, no laptops or other electronic devices are permitted unless we are explicitly gathering research information.

Research Project, Evaluations, and Oral Presentation (50%)
Each student will research one of four possible Portland neighborhoods and research them throughout the course. Each student will complete their own final project but they will collect data collaboratively and discuss their neighborhood with other small-group members. Students will list their neighborhood preferences and the instructor will try to accommodate them. In addition to your final project and oral presentation, you will evaluate your own performance and those in your small group and you will evaluate the quality of your final paper.

Some readings can be downloaded from the Internet or PSU library’s e-reserve; however, others readings can be accessed from the library’s circulation desk (to photocopy). Please photocopy the readings well in advance to guarantee that you can read them on time. See the textbox near the end of this syllabus for instructions on how to access e-reserve articles. There are no books to purchase.

On the days we are discussing readings, you must bring several things to class: (1) a paper copy of the readings to class so that we can fully analyze and discuss the readings, (2) your notes of the readings, and (3) two paper copies of your write-up.
INTRODUCTION

Class 1: April 3. Introduction
- **Handout:** List of potential Portland neighborhoods from which to choose for project.
- **No write-up.**

HEALTH

Class 2: April 5. Introduction to Health and Neighborhood Effects
- **Optional:** Go to the CDC web site and find the list of eight ways that “community” design enhances healthy living. Click on the individual hyperlinks to read about the specifics of each one: http://www.cdc.gov/healthyplaces/
- **Movie:** “Place Matters”
- **Write-up 1.**

Class 3: April 10. Environmental Justice/Environmental Racism-Classism
- **In-class podcast** re: alienation based on environmental language and race.
- **Write-up 2.**

Class 4: April 12. Crime
- Students choose group and neighborhood to research.
- **Reading:** Curry et al. (2008) “Pathways to Depression: The Impact of Neighborhood Violent Crime on Inner-City Residents in Baltimore, Maryland, USA.” *Social Science and Medicine.* Volume 67, pp. 23-30. [e-reserve]
- **Optional:** Go to the CDC web site http://www.cdc.gov/healthyplaces/ to read about respiratory health, physical activity, mental health, and children’s health.
- **Write-up 3.**

Class 5: April 17. Food Access
- **Readings:** (1) CDC: www.cdc.gov/healthyplaces/healthtopics/healthyfood_environment.htm, and (2) Morland et al. (2002) “Neighborhood Characteristics Associated with the Location of Food Stores and Food Service Places” [e-reserve]
- **Movie:** [7-minute “bread” video]
- **Instructor:** New Seasons PowerPoint presentation
- **Write-up 4**
Class 6: April 19. Professor Margaret Everett guest discussant & preparing for field work.
  • **Readings**: (1) Short reading from Margaret Everett’s research [TBA] and (2) Pages 130-135 of Macintyre et al. “Place effects on health” *(Social Science & Medicine, Vol. 55, 2002)* [to get ideas of the kind of data to look for in Lab 1]. [e-reserve]
  • **Write-up 5**.

Class 7: April 24. Lab 1, Health. [In 450 NH]
  • **No Write-up**.

  • **No class** (since you will be in your neighborhood collecting data).
  • **No Write-up**.

Class 9: May 1. Wrap up health discussion, lab 1 and field work experience.
  • Bring but do not turn in a draft of your lab 1 & field research write-up.
  • **No Write-up**.

### SUSTAINABILITY

Class 10: May 3. Introduction to sustainability and neighborhood effects.
  • **Reading**: “Advancing Social Sustainability: An Interventionist Approach” by Jan Semenza (Available to copy/scan from the book *Understanding the Social Dimensions of Sustainability*, edited by King et al., at Circulation Desk at the Millar Library).
  • **Write-up 6**.

Class 11: May 8. How the three dimension of sustainability can be complementary.
  • **Reading**: Market Place web site: [http://www.marketcreek.com/](http://www.marketcreek.com/)
  • **Write-up 7**.

Class 12: May 10. How the three dimensions of sustainability may not be complementary.
  • **Movie**: “The Garden”
  • **Write-up 8**.

Class 13: May 15. Lab 2, Sustainability. [In 450 NH]
  • **No Write-up**.

  • **No class** (since you will be in your neighborhood collecting data).
  • **No Write-up**.
- Bring but do not turn in a draft of your lab 2 & field research write-up.
- **Write-up 9.**

- **Readings:** (1) “Biking and race in PDX” (including readers’ comments) [available on D2L] and (2) “By the Grace of God” (including readers’ comments) (find online at Portland Monthly, March 2012 by Aaron Scott: http://www.portlandmonthlymag.com/issues/archives/articles/african-american-churches-north-portland-march-2012/)
- **Movie:** (parts of “NorthEast Passage”)
- **Guest:** Professor Amy Lubitow
- **Write-up 10.**

**WRAPPING UP**

Class 17: May 29. Lab 3, Supplemental data [In 450 NH]
- **No Write-up.**

Class 18: May 31. TBA.
- We will decide if more field work is needed, in addition to synthesizing, writing and preparing for oral presentations with your small group.
- **No Write-up.**

Class 19: June 5. Oral Presentations.
- Bring but do not turn in a draft of your lab 3 write-up.
- Bring but do not turn in the first draft of your final paper.
- Revise the first draft of your final paper after oral presentations.
- **No Write-up.**

Class 20: June 7. Oral Presentations.
- Bring but do not turn in the first draft of your final paper.
- Revise the first draft of your final paper after oral presentations.
- **No Write-up.**

**Finals Week:** Final project and two assessments are due by Monday, June 11 at 10 a.m. Please turn in a paper copy of all three documents (the two assessments stapled to the back of the final paper) to Daniel Sullivan’s mail box in 217 CH.
- **No Write-up.**
You will research one Portland neighborhood, documenting how it has changed over time and comparing it to the entire city. You will collaborate with other small group members in collecting data and discussing the neighborhood. However, each student will complete their own final project. Your project will be roughly 15-25 pages long. More details will be provided throughout the course.

**WANT TO BE CREATIVE?**

There are a lot of new technologies that allow researchers to present their research in creative ways. If you want to present your neighborhood data in a way that is different from the traditional research paper – e.g., web page, Facebook page, and blog – please speak to the instructor.

**NEIGHBORHOOD PROJECT TIMELINE**

**WEEK 2:**  
(Th.) Choose Neighborhood for Research Project

**WEEK 4:**  
(Tu.) Lab 1, health [in 450 NH].  
(Th.) Field Research, health (no class).

**WEEK 5:**  
(Tu.) Bring but do not turn in a draft of your lab 1 & field research write-up.

**WEEK 7:**  
(Tu.) Lab 2, sustainability [in 450 NH].  
(Th.) Field Research, sustainability (no class).

**WEEK 8:**  
(Tu.) Bring but do not turn in a draft of your lab 2 & field research write-up.

**WEEK 9:**  
(Tu.) Lab 3 [in 450 NH].  
(Th.) TBA, but it will probably involve going out into your neighborhood.

**WEEK 10:**  
(Tu. & Th.) Oral Presentations. [Bring but do not turn in a draft of your lab 3 write-up; Bring but do not turn in the first draft of your final paper; Revise the first draft of your final paper after oral presentations.]

**EXAM WK:**  DUE: Final draft and two assessments on Monday, June 11, at 10 a.m.
SAMPLE WRITE-UP

According to Rosenbaum, what is the “geography of opportunity”? Give specific examples from the article. Make certain that it is well-written.

Geography of opportunity is a term used by Rosenbaum to describe how some areas in a metropolitan area afford greater opportunities to its residents than other areas, regardless of race and class. That is, poor people and minorities living in certain areas have better opportunities to prosper than similarly poor people and minorities living in other areas. The most important opportunities that Rosenbaum discusses are education and employment. Poor people living in public housing in the inner city of Chicago, for example, receive an inferior education to similarly poor residents living in Chicago’s suburbs. They score lower on standardized academic tests and they are less likely to graduate from high school or attend college. In terms of the economy, they are more likely to be unemployed and, if they do work, they earn lower wages.

ACCESSING E-RESERVE ARTICLES

1. Go to the library web site: http://library.pdx.edu/
2. Click on Find Course Reserves.
3. Search by course number (e.g., 410); you can also search by department or instructor's last name. Then click SEARCH.
4. Select a course you want, and view it.
5. Select a folder.
6. Enter the password (instructor’s last name [<sullivan>], all in lowercase).
7. Close the window.
8. Select the reading folder I or II.
9. Select the document you want.
Note: You have to have Adobe Acrobat Reader to open or view it.

DISABILITY RESOURCES

If you have a disability and need an accommodation, please meet with the instructor outside of class so that we can make the necessary arrangements. PSU students requesting accommodations should first contact the Disability Resource Center. For more information on the Disability Resource Center and what resources are available at PSU, see http://www.pdx.edu/uasc/drc.html.
ADDITIONAL RESOURCES
[Updated 4/1/2012]

General

Neighborhood Design and Health
• CDC web site: list of eight ways that “community” design enhances healthy living. Click on the individual hyperlinks to read about the specifics of each one (+ respiratory health, physical activity, mental health, and children’s health): www.cdc.gov/healthyplaces/
• Oregonian article on obesity prevention in North Portland: www.oregonlive.com/health/index.ssf/2010/03/a_north_portland_school_battle.html

Neighborhoods and Health

Neighborhoods and Respiratory Health
• Web article on walkability and air pollution: www.physorg.com/news176391148.html
• Case studies of neighborhood air quality and community action:
  http://www.policylink.org/site/c.1klXbMNjrE/b.5154631/k.7AAF/Case_Studies.htm

Environmental Justice

Sustainability and Schools
• Video: “Urban Farming NYC” (8:30):
  http://www.youtube.com/watch?v=VgGL6mz3dBY

Food Access

International Health
• The Guardian. 2008. “Is This the Greenest City in the World?” (Profile of Freiburg, Germany) www.guardian.co.uk/environment/2008/mar/23/freiburg.germany.greenest.city