

Semester: **Spring 2017**  
Course Number: **10:832:235:90**  
Course Title: **Urban Health**  
Course Day and Time: **Online**  
Location: Our class website is on **eCollege**  
Course Instructor: **Amy Abruzzi, PhD, MPH**  
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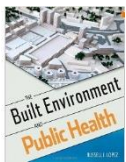
***When you email me, please specify "Urban online" in your message to facilitate my reply***

**Office Hours and Location:** Daily by phone, 2-6 PM (215 499 1809) or via email (anytime). I am also happy to talk with you through Facetime, by prior arrangement. Finally, my on campus office hours are usually on Thursdays from 1-3 PM in Bloustein, Room 564, but look for a weekly email should there be any change in this or if you wish to schedule another time by prior arrangement.

**Course Web Site:** <http://eCollege.Rutgers.edu>

For 24/7 technical support: Email [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu) or call: 877-778-8437

### Recommended Texts:



**This book provides a useful introduction to core concepts and will enhance your understanding of the lectures. The electronic edition is available free of charge to Rutgers students through the Rutgers University Library- see link on class website.**

Lopez, Russell. *The Built Environment and Public Health*. Publisher: Jossey-Bass; 2 edition (2012) Language: English. ISBN-10: 047062003X ISBN-13: 978-0470620038

### Course Description:

Urban areas are complex environments, differing in size, diversity, and density from one another. According to the World Health Organization more than half of the world's population currently lives in an urban area, with the greatest growth projected to occur in upcoming decades in emerging economies such as China, India, and Brazil. Important patterns of disease and disability have been noted in urban populations that require the adaptation of traditional public health practices and methods. This course is designed to help students identify those patterns, understand the factors contributing to them, and the policies intended to reduce the burden of disease. Some of the key factors include traffic, noise, pollution, climate change, crowding, poverty,

violence, family structure, and racial bias. Related to this, the policy issues we will focus on include air quality, water quality, food security and nutrition, health disparities, vulnerable populations, mental health and substance abuse, disaster preparedness, social capital, and environmental justice. Course work includes a group presentation on a current health issue facing a city and what can be done to make it a healthier.

**Method of instruction:**

This online course is run as a group independent study with common deadlines. What does that mean? It means that within a certain specified time period (usually a week), you work through the material at your own pace, with my support. Other than meeting my deadlines, there are no preset times you need to be online. You also get to select which readings you do in the discussion room, and so in that sense get to customize the course to your interests. You are also expected to lead a discussion, which includes finding a short video or news item on a key topic, when it's your turn. There are no pre-taped lectures; rather, I prefer to provide detailed lecture notes and other support materials, and large blocks of time I am available by phone or Facetime every week to discuss things. I also encourage you to visit me on campus if you prefer to discuss things in person. Look for a weekly "when I'm available" email or contact me directly for on campus meeting times.

**Learning Outcomes**

By the end of this course, students will be able to:

- Discuss current issues facing urban populations, both in the U.S. and globally;
- Understand the intellectual foundation of both historic and current theories on the relationship between the built environment, environment health and public health;
- Critically evaluate the evidence for urban environment-health relationships, and the context of other factors that may influence health;
- Evaluate the relationship between health issues and the policies intended to reduce them;
- Develop recommendations for urban-environment-based intervention that promote public health, such as those intended to reduce pollution from mobile sources (i.e., cars, trucks) or reduce obesity and promote walking;

**Course Outline by Week. For more details, see our eCollege course site:**

Unless otherwise indicated weeks start on <b>Thursdays</b>	<b>Lecture notes, key issues &amp; Exam schedule</b> <i>Materials will be posted to eCollege prior to the week you are responsible for the information</i>	<b>Required from you this week</b> Unless otherwise indicated, all work must be submitted by <b>11:59 PM on Thursdays</b> on the dates you see below	<b>Suggested readings in Lopez text</b>
Week 1,	<b><u>Part I begins:</u></b>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Introduce yourself</b></li> </ul>	In Lopez: Chapter 1

starts 1/19	<p><b>Lecture Notes 1: Introduction and global perspectives on urban health</b></p> <p><u>Key topics:</u> What's a city; Urban health, environmental health and public health; Built, social and physical environments; Global trends, rapid urbanization and top issues</p>	<ul style="list-style-type: none"> <li>• <b>Do the Syllabus Review Quiz (12 points)</b></li> <li>• Due by 11:59 PM on Thursday 1/26</li> </ul>	
Week 2, starts 1/26	<p><b>Lecture Notes 2: History and design of cities</b></p> <p><u>Key issues:</u> Rise of the city and associated health issues in the U.S. ; Major reform movements; Case study of New York City tenements; New Urbanism, Jane Jacobs and Robert Moses; Aspects of a health city, WHO healthy cities</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions – includes Lecture Notes 1 and 2 (untimed quiz, 10 points)</b></li> <li>• <b>Sign up to Lead a discussion</b></li> <li>• Due by 11:59 PM on Thursday 2/2</li> </ul>	In Lopez: Chapters 2 & 3
Week 3, 2/2-2/9	<p><b>Lecture Notes 3: Transportation and housing</b></p> <p><u>Key topics:</u> Automotive, Mass transit and active transport; Movements/philosophies in transportation planning of cities; Physical properties, financial issues, especially affordability of housing; Displacement and gentrification, segregation, redlining; Abandoned properties, homelessness</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in Discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 2/9</li> </ul>	In Lopez: Chapters 4 & 5
Week 4, Starts 2/9	<p><b>Lecture Notes 4: Infrastructure and Natural Disasters</b></p> <p><u>Key topics:</u> Major factors and historical processes; Disasters, vulnerable populations in urban areas; Natural disasters and health risks; Case study – Hurricane Katrina and New Orleans;</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 2/16</li> </ul>	In Lopez: Chapter 6

	Improving infrastructure and disaster preparedness		
Week 5, starts 2/16	<p><b>Lecture Notes 5: Air Quality</b></p> <p><u>Key topics:</u> Environmental media and exposure pathways into human body; Regulatory framework in US; Criteria Air Pollutants, Hazardous Air Pollutants; Mobile vs. stationary sources; Indoor vs. outdoor air pollution; Radon, asbestos and secondhand smoke; Urbanization and air pollution</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 2/23</li> </ul>	In Lopez: Chapter 7
Week 6, starts 2/23	<p><b>Lecture Notes 6: Water quality</b></p> <p><u>Key topics:</u> Water quality history and regulatory framework in US; Point source vs. Nonpoint pollution; Waste water, storm water and CSOs; Water related diseases; Water purification techniques and issues; Global issues</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 3/2</li> <li>• NOTE: due to the upcoming exam, there is no penalty period on this quiz.</li> </ul>	In Lopez: Chapter 8
Week 7 starts 3/2	<b>TIMED EXAM on Lectures 1-6 (140 points), with short response questions (25 points)</b>	<ul style="list-style-type: none"> <li>• <b>Exam must be taken and short reply questions submitted by 11:59 PM on Thursday 3/9</b></li> </ul>	
	<b><u>Spring Break: March 11-18th</u></b>	<ul style="list-style-type: none"> <li>• <b>Nothing due- rest and relax!</b></li> </ul>	
Week 8, starts Sunday 3-19*	<p><b><u>Part 2 begins:</u></b></p> <p><b>Lecture Notes 7: Food security and health</b></p> <p><u>Key issues:</u> Global obesity epidemic and urbanization; Local food environment and associated diseases including hypertension and diabetes); Food insecurity and food deserts; Foodborne illness;</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• Participate in Student discussion (5 points)</li> <li>• Due by 11:59 PM on Thursday 3/23</li> <li>• <b>Note: This is a short week so there is no untimed quiz this week. Questions on Lecture Notes 7 are included in next week's untimed quiz, which will open early.</b></li> </ul>	In Lopez: Chapter 9

	Foodways and industrial agriculture/farming; Urban alternatives including farmers markets and community gardens		
Week 9, starts 3/23	<p><b>Lecture Notes 8: Vulnerable populations and urban demographics</b></p> <p><u>Key issues:</u> Vulnerable populations and health issues in the city, including age, race/ethnicity, and income; Cumulative risk and intersecting vulnerabilities; Residential segregation; Relative vs. absolute income</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 3/30</li> </ul>	In Lopez: Chapter 10
Week 10, starts 3/30	<p><b>Lecture Notes 9: Mental health and health stressors</b></p> <p><u>Key issues:</u> Ideas and theories on the city and mental health; Immigrant populations; Homeless populations; Urban vs. rural health advantage; Stress response, urban stressors and allostatic load; Impact of built environment including design (density, skyscrapers, defensible space, evidence based design, neighborhood change)</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 4/6</li> </ul>	In Lopez: Chapter 11
Week 11, starts 4/6	<p><b>Lecture Notes 10: Social capital and health interventions</b></p> <p>Key issues: Lower vs. higher social capital and health; Bridging vs. bonding; Improving social capital; Neighborhood empowerment; Types of interventions: Case study: City Repair</p>	<ul style="list-style-type: none"> <li>• <b><u>Be sure to:</u></b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 4/13</li> </ul>	In Lopez: Chapters 12 & 15

<p>Week 12, starts 4/13</p>	<p><b>Lecture Notes 11: Environmental Justice</b></p> <p><u>Key topics:</u> History and rise of the movement; Disproportionate burden, temporality, race vs. income; Hazardous waste and low income communities; Case study of Bronx waste transfer stations and asthma in children; More on gentrification</p>	<ul style="list-style-type: none"> <li>• <b>Be sure to:</b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 4/20</li> </ul>	<p>In Lopez: Chapter 13</p>
<p>Week 13, starts 4/20</p>	<p><b>Lecture Notes 12: Assessment tools and Sustainability</b></p> <p><u>Key topics:</u> Environmental vs. Health Impact Assessments – features and issues; Neighborhood Walkability tools; Sustainability and climate change; Urban heat island effect and building design</p>	<ul style="list-style-type: none"> <li>• <b>Be sure to:</b></li> <li>• <b>Do the Lecture Questions (untimed quiz, 10 points)</b></li> <li>• <b>Participate in discussion (5 points)</b></li> <li>• Due by 11:59 PM on Thursday 4/27</li> <li>• NOTE: due to the upcoming exam, there is no penalty period on this quiz.</li> </ul>	<p>In Lopez: Chapters 14 &amp; 16</p>
<p>Week 14 starts 4/27</p>	<p><b>EXAM on Lectures on Lectures 8-12, with select concepts from Lectures 1-7 (140 points), and short response questions (25 points)</b></p>	<ul style="list-style-type: none"> <li>• <b>You must take the exam and submit your answers to the short response questions by 11:59 PM on Thursday 5/4</b></li> </ul> <p><b>Please note that due to end of semester grading pressures, the usual penalty period extensions on the second timed exam or short reply questions may be reduced.</b></p>	
<p><i>For Add Drop dates, see the Office of Academic Services:</i> <a href="http://sasundergrad.rutgers.edu/academics/registration/index.html">http://sasundergrad.rutgers.edu/academics/registration/index.html</a></p> <p><i>The Academic Calendar is available from the Registrar at:</i> <a href="http://scheduling.rutgers.edu/calendar.shtml">http://scheduling.rutgers.edu/calendar.shtml</a></p>			

### Course Assessment and Grading:

The course is based on a total of 500 points as follows:

- ◆ Two timed online exams, each worth 140 points = 280 points total
- ◆ Two sets of short response questions, each worth 25 points = 50 points total
- ◆ Ten online untimed quizzes on lecture notes, each worth 10 points = 100 points total
- ◆ Syllabus Review Quiz = 12 points
- ◆ Student discussion forum = 58 points total, including:
  - Participating in 10 discussions, 10 @ 5 points per week (50 points)
  - Leading one discussion, by posting a news item along with questions (8 points)

Grading is based on the timely and correct submission of all assignments, and both in class and online participation.

### *Final Grade cut-points:*

Use caution when viewing your rolling average in eCollege. Remember, how you do on an untimed quiz is may not be a good indicator of how you will do on a timed, comprehensive exam.

Your final grade for this class will be assigned using this system:

A:	455 to 500 points	(91 – 100 %)
B+:	430 to 454.9 points	(86 – 90.9 %)
B:	400 to 429.9 points	(80 – 85.9 %)
C+:	380 to 399.9 points	(76 – 79.9 %)
C:	350 to 379.9 points	(70 – 75.9 %)
D:	300 to 349.9 points	(60 – 69.9 %)
F:	299.9 or less points	(59.9 % or lower)

I automatically round up to the next grade when you are within 0.5 points of the next cut-point. So, an average of 429.5 = 430 points = B+. Note: this refers to the point count, not the percent average!

### **Guidelines for Assignments and Projects**

**Students are expected to work independently on all timed exams and short reply questions, discussion room postings and syllabus review quiz. Failure to do so will be considered a violation of Rutgers' Academic Integrity Policy. (See below for details).**

The online class is divided into two units, each covering six lectures with accompanying homeworks (untimed quizzes and suggested readings). You are also expected to participate in the student discussions and complete the short syllabus review quiz. In addition, there is a timed exam along with short reply questions (untimed) on each half of the course. **The deadlines for most assignments are followed by a 48 hour penalty period during which time you can still submit work for a 10% deduction.**

### ***Syllabus Review quiz (12 points)***

A short, untimed quiz on the syllabus will be administered during the first week of class. This is to ensure that students understand the most important deadlines and other requirements for the course.

### ***Timed Exams (2 @ 140 points, 280 points total)***

Two **timed** exams will be given online and need to be completed within the time window assigned (typically, 1 hour, 45 minutes). These tests are largely a combination of true and false, multiple choice, and matching questions. **Like the quizzes, each student's exam is a random mix of questions that are presented to you one at a time.** While you are able to page back through and answer unfinished questions, there is not adequate time for you to look up answers while the exam is in progress. *Prepare for it as you would any in-class exam and use your time wisely.* As you will see on the schedule, you can determine when you take the exams within a multi-day period. **Pausing a timed exam once in progress is not possible.** Make sure you have a stable internet connection and your browser is compatible. If you have any doubts about your browser, please contact the eCollege help desk PRIOR to starting the exam. Questions on the exams that are skipped or left blank will register as a zero towards the score you receive. In order to give you greater support during exam, **I will be "on call" for large blocks of time during exam days, and I strongly encourage you to take the exam during one of these blocks.** That way, if you need clarification on a question or experience a problem with the internet, you can call me immediately BEFORE exiting the exam!! **Taking the exam after the scheduled deadline during the 48 hour penalty period carries up to a 10% penalty. In addition, make-up exams (retakes) are only given under extreme situations including technical failure and also carry a 10% penalty.** Please note: technical failure due to documented eCollege/Rutgers CAS issues are exempt from penalty. Also, please note that due to end of semester grading pressures, the usual 48 hour penalty period extension on the second timed exam may not be possible.

### ***Short response questions (2 @25 points, 50 points total)***

Each exam will be accompanied by several short response questions. The questions will be released when the exam opens and are due the drop box by the date the exam closes. See the calendar for details. Unlike the exam, they are not timed so you should be able to carefully compose your answers. **Late work carries a penalty (up to 10%) and will not be accepted after the 48 hour penalty period.** Also, please note that due to end of semester grading pressures, the usual 2 day penalty period extension on short response questions accompanying the second timed exam may not be possible.

### ***Lecture Questions (untimed quizzes) (10@10 points each, worth 100 points total):***

Ten untimed, online quizzes will become available to you on our eCollege course site on the day it is assigned. Typically, each quiz contains 10 questions, which are worth a point each. Quizzes may be worked on for an unlimited amount of time before the due date and of course you are expected to use your notes. Do not skip questions as they will register as a zero towards your score. Your score and the correct answers to the quiz will be available in the gradebook two days after the quiz closes. **There is a penalty (up to 10%) for taking a Quiz during the 48 hour penalty period following the scheduled closed date, which is available for all quizzes except those immediately preceding a timed exam. It is not possible to take a quiz after the penalty period ends and no make-ups for missed quizzes. I will, however, drop your lowest (including a missed) untimed quiz (worth 10 points). This is done by adding a perfect score in its place, which is mathematically more favorable to you than simply omitting the points from your average.**

### ***Participating in 10 student discussions (up to 5 points each, worth 50 points total)***



## Guidelines for Participating in Student Discussions:

You are expected to participate in discussion. To do this, Two things are required. First, pick the reading and question that interests you most and follow the rules below for your reply. Second, post a brief but thoughtful response to another student's reply. It need not be in the same thread. Note: this needs to be two postings - don't combine it into one.

Remember, YOUR POSTING MUST BE IN YOUR OWN WORDS. BE SURE TO ENCLOSE ALL QUOTES IN PARENTHESES (" ") AND GIVE SOURCES YOU CONSULT PROPER CREDIT! You don't need to cite class notes, but referring to them is helpful. **Late work carries a penalty (up to 10%) and will not be accepted after the 48 hour penalty period following the scheduled due date.**

### *Grading policy for online discussion responses:*

- ◆ 5 points (full credit): participates fully in the discussion during that week, e.g., responds thoughtfully and thoroughly each week to at least one news item (**main posting**); uses data to support opinions; raises new questions and relates the material to the lectures. Typically, two good paragraphs. Also, provides a thoughtful, separate reply (**second posting**) to another student's comments (typically, 3 or 4 sentences).
- ◆ 1-4.9 points (partial credit): participates a little, e.g., makes a few general comments or simply states opinion without reference to specific readings or lecture notes; Fails to respond to another student's posting.
- ◆ 0 points (no credit): doesn't participate at all; participates but plagiarizes from sources, such as cutting and pasting from web sites, journal articles, other student work, etc.

### *Leading a student discussion (up to 8 points total)*

Students are asked to sign up for a week to lead the discussion. In order to do this, you first need to **locate an interesting article** or video that relates to the key topic and **questions for discussion**. You may find it helpful to select something from the reading room, if you like. **You are also expected to reply to your discussion thread at the end of the week. Your postings are** graded separately for **content** as well as **timeliness**. In order to be considered for full credit, you must have your article and questions posted anytime on the first day of the discussion week (i.e. **Thursday**) you signed up for. In the rare event that two students select the exact same news article, I will ask the second person to post an alternative. I encourage you to check with each other so as to avoid duplication! *In addition, you automatically get credit for participating the week you lead, so in effect this activity is worth 13 points.*

### *Grading policy when leading a discussion:*

#### **Timeliness (4 points)**

- ◆ 4 points (full credit): posts link to short article or video with your discussion questions to the website on or by beginning the discussion week.
- ◆ 1-3.9 points (partial credit): deduct a point for posting link and questions after the start of the discussion week.
- ◆ 0 points (no credit): fails to post any link or questions within 4 days of the start of the discussion week, or plagiarizes from other work.

## **Content (up to 4 points)**

- ◆ 4 points (full credit): posts an interesting news item along with questions that encourages a response based on the item; content and questions is related to key topics and attempt to bridge the reading with the course material; responds to student comments at end of discussion week.
- ◆ 1-3.9 points (partial credit): posts questions that ramble or are generally unclear and/or seeks student opinion without reference to the news item.
- ◆ 0 points (no credit): fails to post any link or questions; plagiarizes from other sources or other student work.

## **Disaster Plan**

During cyberattacks and other disasters affecting the campus network, eCollege sets up an alternative access for students so that we may complete the semester as planned. In the event that Rutgers CAS experiences an interruption of service this semester, please make sure you have:

- Access to the internet outside of Rutgers University (such as through an off campus friend or family member. It is also freely available at Panera, Starbucks, and the public library)
- You may also need access to a laptop or other fully functional computer device that allows you to get online outside of Rutgers CAS. Mobile devices such as iPhones or tablets may not be enough to complete all assignments, including exams.

In addition, please look for an email from me during the first week of class, instructing you how to best provide me with your cell phone or a non-Rutgers email in case of emergency.

## **Students with Disabilities:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. **Please notify me as soon as possible if you are in the process of obtaining documentation and turn your paperwork in to me at least two weeks prior to the first exam.**

## **Privacy statement:**

Our course web site may contain student information that is protected by the Family Educational Rights to Privacy Act (FERPA). Disclosure to unauthorized parties violates the federal privacy laws. Online courses

such as this may make student names visible to other students in class (e.g., during online discussions or group email). Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside of class.

## **Academic Integrity:**

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at:  
<http://academicintegrity.rutgers.edu/>