

Fall 2016

150 INTER D 4992 01

**Course Title:** *“The Business of Us All”: In/Equality in Theory and Practice*

*Two months ago, I had a nice apartment in Chicago. I had a good job. I had a son. When something happened to the Negroes in the South, I said, ‘That’s their business, not mine.’ Now I know how wrong I was. The murder of my son has shown me that what happens to any of us, anywhere in the world, had better be the business of us all.*

Mamie Till, mother of Emmet Till (1955).

**Co-Directors:** Carol Camp Yeakey, The Marshall S. Snow Professor of Arts & Sciences  
Vetta L. Sanders Thompson, Professor, Brown School

**ROOM:** Siegle 109

**CREDIT HOURS:** 3

**TIME:** 2:00pm – 5:00pm

**GRADE:** L/G

**YEAKEY OFFICE HOURS**

Siegle Hall 142

314 935-6241

cyeakey@wustl.edu

By Appointment

**THOMPSON OFFICE HOURS:**

Brown Hall 206

314-935-3432

vthompson22@wustl.edu

Monday, 1:30pm - 3:00pm

Wednesday, 9:30am-11:30am

**TEACHING ASSISTANTS**

**LaShawnda Fields** - lashawndafields@wustl.edu

**Alana Flowers** - aflowers22@wustl.edu

**Jordan Mattson** - [jmattson@wustl.edu](mailto:jmattson@wustl.edu)

**I. Course Description**

This course uses a trans-disciplinary approach to discuss in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is

defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate healthcare; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions.

## **II. Course Objectives**

By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race and social determinants (poverty/income/socio-economic status, education, housing, the justice system and discrimination) interact in the production of inequity in social outcomes. Students will gain an understanding of disparity/inequality/inequity literature and a solid understanding of multiple intersecting causes of these social outcomes linked to inequity. Students successfully completing the course will be able to:

1. Use existing research and data to describe and analyze the patterns of inequality/inequity present in society, including health, mental health and education indicators; contextualized by issues such a gender, income/wealth, history and geography.
2. Demonstrate awareness of history, politics and various forms of social inequalities as factors that influence attitudes, knowledge, behavior and social relationships and their role in the emergence of inequities in various social settings.
3. Use existing research and data to describe and analyze the determinants of inequities for particular groups, including social, political and economic factors and relationships.
4. Evaluate the status of literature with respect to the evidence base for policy, prevention/intervention, culturally appropriate modifications, and service delivery strategies, etc.

## **III. ASSIGNMENTS AND GRADING CRITERIA**

Your course grade is determined by the total number of points you accumulate in the course. Course assignments include two take-home exams, one group paper and presentation (**Town Hall Simulation**) and attendance and participation in discussion section. There are a total of 400 points. The course letter grade is related to the point total as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Points	400	372	352	340	328	312	300	288	280	272	≤271

Each take-home exam will be essay, with hard copy submissions (12 point font Arial, Times, Times New Roman) due on the date indicated in the syllabus. Each exam is worth **100 points**. Your Environmental Justice paper (**100 points**) and Town Hall Simulation presentation (**75 points**) are worth **175 points**.

#### Written Assignment to Accompany Simulation on Environmental In/justice

- The term paper will accompany the simulation and provide the research and concrete data upon which the simulation is based. All simulation groups will include up to three students who will choose their particular environmental in/justice project. Students will be randomly assigned after the official add/drop period. To avoid duplication of topics, a one page abstract of the proposed environmental project is due one week following the group assignment. Students will need to meet outside of class to plan and complete the group's simulation and term paper.
- The written term paper, **25 pages exclusive of references**, must accompany each project and provide a detailed description of the environmental in/justice, its causes and consequences, and recommendations to address its impact, replete with references, footnotes and graphics. The simulation and term report will be graded on overall quality, and an understanding of the environmental issues involved with respect to equity and fairness.
- The formatting of all written projects must follow the latest edition of the American Psychological Association handbook. Double space all text, using 12 point font, using headings and subheadings to divide sections. Print on a single side of the page only.
- **No electronic attachments of written assignments will be accepted. Hard copies of all written assignments are required.**
- All graded assignments will be kept by the instructors for one full year after the culmination of the course. Subsequently, all graded assignments will be shredded.
- Late assignments will not be accepted without the written permission of either instructor.

#### Town Hall Simulation

- Identification of inequity and in/justice in the environmental justice issue pursued,
- The history of the environmental justice issue,
- Discussion of the social determinants affecting the environmental justice issue, including economic, educational, and the physical environment,

- The community perspective on the in/justice.
- The presentation should conclude with policy recommendations.

**Twenty-five points are retained for discussion section participation** and are based on attendance and class contributions. You will attend **five** sessions (5 points per session). These sessions are designed to help you explore the concepts discussed in class in greater depth as you apply them to your Town Hall Simulation paper and project. **If you do not participate in class discussions you will not receive maximum points.**

#### IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb ([kim\\_webb@wustl.edu](mailto:kim_webb@wustl.edu)), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: [brss.wustl.edu](http://brss.wustl.edu)

Mental Health: Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: [shs.wustl.edu/MentalHealth](http://shs.wustl.edu/MentalHealth).

#### V. COURSE OUTLINE

##### **Week 1, August 31, 2016**

Framing Lecture: Overview of Definitions Equality/Equity, Inequality/Inequity, Social Justice, Race/Racism

**Lecturers:** Carol Camp Yeakey, (Urban Studies, A&S) Vetta L. Sanders Thompson (The Brown School)

## Readings

### Social Determinants

James Sallis et al. 2008. Ecological Models of Health Behavior. In Karen Glanz et al. (eds) *Health Behavior and Health Education: Theory, Research, and Practice*, 4<sup>th</sup> edition. San Francisco: Jossey-Bass.

Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities theory, evidence, and policy implications. *Journal of health and social behavior*, 51(1 suppl), S28-S40.

### Neighborhoods

Sharkey, Patrick (2013). *Stuck in Place*, Chicago: University of Chicago Press, Chapter 3  
Kneebone, E. & Berube, A. (2013). *Confronting Suburban Poverty in America*, Chapter 2  
Washington, DC: Brookings Institution Press.

Video: *If God is Willing and Da Creek Don't Rise* (2010)

## Week 2, September 7, 2016

Lecture: "The Most Important Era in US History That You Never Heard of, And Why It's Still Important Today."

### INVITED GUEST SPEAKER: JAMES LOWEN

The lecture will address why the South seceded and why people believe myths about the Confederacy and discuss the definition of a Sundown town and how did they came about. It will end with a discussion of the current state of racial in/equality in America.

**Support Faculty:** Carol Camp Yeakey, Vetta L. Sanders Thompson

Through this discussion, and an examination of the related social problems and social ills, we explore conditions which undermine the well-being of persons or groups of persons either by causing them immediate harm, by limiting their choices, or by limiting their opportunities to succeed. Social ills or social problems are usually matters of intense public controversy.

### Readings:

Chester Hartman,(Ed.) (2014). *America's Growing Inequality: The Impact of Poverty and Race*. Plymouth, UK: Lexington Books. Introduction, Chapter One and Conclusion

Carol Camp Yeakey, (Ed). (2012). *Living on the Boundaries: Urban Marginality in National and International Contexts*. Bingsley, UK: Emerald Group Publishing. Chapter One "The Downward Slope of Upward Mobility in a Global Economy," by C. C. Yeakey and D. L. Shepard.

Carol Camp Yeakey, Vetta L. Sanders Thompson & Anjanette Wells. (2014). *Urban Ills: Twenty First Century Complexities of Urban Living in Global Contexts, Volumes One and Two*. Plymouth, UK: Lexington Books. "Running in Place: Low-Wage Work in a High Tech Economy" by C.C. Yeakey & D.L. Shepard

### **Weeks 3, September 14, 2016**

Income Inequality over Time and Space

**Lecturer:** George-Levi Gayle (Economics Department, A & S)

#### Income Inequality over time and space

- 1) Income Inequality: Labor vs. Capital Income
- 2) Income Inequality Measurement

#### Key Empirical Facts on Income Inequality

- 1) In the US, labor income inequality has increased substantially since 1970: debate between skilled biased technological progress view vs. institution view (min wage and Unions) [Autor and Katz 1999]
- 2) In the US, top income shares dropped dramatically from 1929 to 1950 and increased dramatically since 1980 [Piketty and Saez 2003]
- 3) Top incomes used to be primarily capital income. Now, top incomes are divided 50/50 between labor and capital income (due to explosion of top labor incomes with stock-options, bonuses, etc.) [Gayle and Miller 2008]
- 4) Fall in top income shares from 1900-1950 happened in most OECD countries. Surge in top income shares has happened primarily in English speaking countries, not as much in Continental Europe and Japan [Atkinson, Piketty, and Saez 2011]

#### **Readings:**

Autor, David, H. Autor, and David Dorn. "The growth of low-skill service jobs and the polarization of the US labor market." *The American Economic Review* 103.5 (2013): 1553-1597.

Autor, David, H., Lawrence F. Katz, and Melissa S. Kearney. "The polarization of the US labor market." *The American economic review* 96.2 (2006): 189-194.

Chetty, R., Hendren, N., Kline, P., & Saez, E. (2014). *Where is the land of opportunity? the geography of intergenerational mobility in the united states* (No. w19843). National Bureau of Economic Research.

Gabaix, Xavier, and Augustin Landier. "Why has CEO Pay Increased So Much?." *The Quarterly Journal of Economics* 123.1 (2008): 49-100.

#### **Graduate Readings:**

Atkinson, Anthony B., Thomas Piketty, and Emmanuel Saez. "Top Incomes in the Long Run of History." *Journal of Economic Literature* 49.1 (2011): 3-71.

Gayle, George-Levi, and Robert A. Miller. "Has moral hazard become a more important factor in managerial compensation?." *The American Economic Review* (2009): 1740-1769.

**Supplemental Readings:**

Goldin, Claudia, and Lawrence F. Katz. "Long-Run Changes in the Wage Structure: Narrowing, Widening, Polarizing." *Brookings Papers on Economic Activity* (2007): 135-65.

Katz, Lawrence F., and H. David Autor. "Changes in the wage structure and earnings inequality." *Handbook of labor economics* 3 (1999): 1463-1555.

Piketty, Thomas, and Emmanuel Saez. "Income Inequality in the United States, 1913–1998\*." *The Quarterly journal of economics* 118.1 (2003): 1-41.

**Discussion Session 1 – What is Environmental Justice?** Discussion of *If God is Willing and Da Creek Don't Rise*."

**Week 4, September 21, 2016**

Why Ferguson Happened

**Lecturer:** Robert Hansman, College of Architecture

Things that are hard for some people to see are impossible for others not to see. Ferguson, the Michael Brown shooting, and the violent and non-violent reactions did not come out of nowhere. For that matter, St. Louis did not arrive out of nowhere. But long before Ferguson arrived on the world's map, and certainly since then, myths and misconceptions about history, St. Louis, and race have been repeated and passed on by people with little knowledge of either the facts or the context. This presentation will do its part to explain the real issues, dispel some unexamined assumptions, correct some rewritten history examining red-lining, predatory lending, food deserts, brick rustling and illegal dumping.

**A tour of St. Louis neighborhoods will complement Professor Hansman's lecture.**

**Readings:**

Colin Gordon (2008). *Mapping Decline: St. Louis and the Fate of the American City*. Philadelphia: U Penn Press.

Introduction (Our House: The 20<sup>th</sup> Century at 4635 North Market Street)

Conclusion (Our House Revisited: The Twenty-First Century at 4635 North Market Street.

Paul Jargowsky, (1997). *Poverty and place; Ghettos, Barrios and the American City*. New York: Russell Sage Foundation. Chapter Seven, Chaos or community? Directions for Public Policy

C.R. Hayward & T. Swanstrom, Eds.) *Justice and the American Metropolis*. Minneapolis: University of Minnesota Press.

Introduction, "Thick Injustice",

Chapter One: "Property Owning Plutocracy" by Stephen Macedo

**Graduate Reading**

Chapter Five: "Beyond the Equality Efficiency Tradeoff" by Clarence Stone

**Week 5, September 28, 2016**

Art as an Activist Tool, as Agency of Change

**Lecturer:** Denise Ward Brown, Sam Fox School

Art through documentaries is a popular medium by which to resent stories of the human condition and the individuals impacted by multiple forms of inequality. Moreover, the histories of individuals are powerful tools for showing the civic engagement of social activists who demonstrate that social change is possible, even under the most challenging circumstances. Building upon the previous lectures, the class will bring together students working in transdisciplinary teams *to create documentary videos* of the civil unrest that has sparked nationwide protests and the subsequent efforts for reform. Creating art gives students the opportunity to enter into conversations that often polarize and marginalize.

Art has power. Alignment, distortion, bias, privilege and dismissiveness are often the foundation of explicit and implicit unconscious language used in media and to enter into conversations about inequality and differences. Creating discourse with art can provide experiences that shift cultural ideas, open us to changing the questions and provide platforms for inventive solutions.

**Reading:**

"*Seeing Power: Art And Activism in the 21<sup>st</sup> Century*," by Nato Thompson

1. Introduction
2. Chapter One: Cultural Production Makes A World

Graduate Students also view:

Keynote speaker [AMY GOODMAN](#) at the Creative Time Summit, The Curriculum At The Biennale Arte 2015

<http://creativetime.org/summit/2015/09/02/amy-goodman/>

**Discussion Section 2 – Social Determinants of Environmental Justice**

An examination of the causes and consequences environmental injustice/inequity. Video *Unnatural Causes: Collateral Damage*

**Week Six, October 5, 2015 (Exam I Distributed)**

"Who Shall Be Educated?" Race and Disparities in Educational Outcomes, Higher Education and the American Dream.

**Lecturer:** Sheretta Butler Barnes, Brown School

An achievement gap continues to persist within the United States. According to the National Assessment Education Program (NAEP 2013; 2011) from the years 2000 to 2013, the achievement gap has decreased by 9to10 points between White and Non-White youth. By 12th



grade, racial and ethnic minorities (i.e., African Americans, Latinos and Native Americans) remain the lowest performing group on standardized assessment tests (NAEP 2013). Furthermore, there is a plethora of research providing various explanations for the persistent achievement gap. These studies range from students' preparation in the subject area, parental involvement in educational experiences, and peer support for academic success, however. Although some of these factors account for the underperformance of racial and ethnic minority children, in some instances it perpetuates and endorses a cultural-deficit perspective (e.g. acting white hypothesis, single parent vs. two parent family, etc.). To date, educators and scholars concur that all students should have access to an equal and high quality public education by eliminating racial and ethnic disparities in the public schools. However, there is no right answer to this dilemma and that to close the achievement gap requires multiple efforts in advocacy, educational practice and research. The selected readings provide first steps in understanding educational disparities through an intersectional lens and the implications for educational equity. The lecture concludes with a focus on American higher education and the roles that class and race play in the access and completion rates in postsecondary institutions.

### **Readings:**

Sean F. Reardon (2011). "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations. In Greg J. Duncan & Richard J. Murnane, Eds. (2011). *Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances*. New York: Russell Sage Foundation.

Harris, Angel L. (2011) Kids don't want to Fail: Oppositional Culture and the Black-White Achievement Gap. Harvard University Press: Cambridge, MA . Chapters 1 & 9.

Yeakey, C. C. (2015). Education as Public Good: The Influence of Privatization in Higher Education and American Society. In R. Teranishi, L. Pazich, M. Knobel & Walter R. Allen. *Mitigating Inequality: Higher Education Research, Policy and Practice in an Era of Massification and Stratification*. Bingley, U.K.: Emerald Publishers Inc., pp. 85-125.

### **Graduate Reading**

Harris, Angel L. (2011) Kids don't want to Fail: Oppositional Culture and the Black-White Achievement Gap. Harvard University Press: Cambridge, MA . Chapter 8.

### **Week 7, October 12, 2015**

Education, Inequality, and School Reform

**Exam I Due**

**Lecturer:** Bret Gustafson, Anthropology

This lecture emphasizes the interconnectedness of schooling institutions with broader public sector issues, the limits of corporate-led school reform projects for addressing structural inequalities of education.

### Readings

Wells, Amy Stuart, et al., (Spring,1999). Underlying policy assumptions of charter school reform: The multiple meanings of a movement. *Teachers College Record*, Volume 100,No. 3,, 513-535.

Tate, W.F., et al. Summer 2014). Who is my neighbor: Turner V.Clayton, A Watershed Moment in Regional Education. *Journal of Negro Education*, 216-234.

Wolf, N.L. (February 26, 2010). A case study comparison of charter and traditional schools in New Orleans Recovery School District: Selection Criteria and Service Provision for Students with Disabilities. *Remedial and Special Education*. (<http://rse.sagepub.com/content/32/5/382>)

Video: *If God is Willing and Da Creek Don't Rise* (2010)

### Discussion Section 3 – Community Perspective and Environment Justice

Video: *The Edge of American*, Segment 3

**Extra Credit: Friday, October 14**, Professor Imani Perry, Hughes-Rogers Professor of African American Studies, Princeton will be a guest on campus. Students attending her lecture will receive extra credit (five points) upon receipt of a one page synopsis of the talk and its relevance for inequality.

### Week 8, October 19, 2015

The School to Prison Pipeline and Mass Incarceration: How did we get here? Where is this going?

**Lecturer:** Kimberly J. Norwood, Law School

**Guest Lecturer:** Professor Eric J. Miller, Professor, Loyola Law School, Los Angeles

### Reading

Losen: Are-We-Closing-School-Discipline-Gap-2015.pdf

Browns Dream Deferred: Lessons on Democracy and Identity From Cooper V Aaron TO.doc

Safford Unified School District v. Redding, 557 U.S. 364 (2009)

Catherine Y. Kim, Policing School Discipline, 77 Brookline L. Rev. 1 (2012)

New Jersey v. T.L.O., 469 U.S. 325, 340 (1985)

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646, 656 (1995)

### Graduate Reading

DOJ Report on St. Louis Family Court 2015.pdf

Jason P. Nance, Students, Police, and the School to Prison Pipeline, forthcoming, Wash. U. L. Rev. (2016)

### Supplemental Reading

Michelle Alexander (2012). *Mass Incarceration in the Age of Colorblindness*. New York: Free Press. (Chapter 3)

Norwood, K., Editor. (2015). *Ferguson Fault Lines: Social and Legal Reverberations*. New York: American Bar Association. Chapters 1 and 2.

### **Week 9, October 26, 2015**

Health Inequity

**Lecturer: Will Ross, M.D., Washington University in St. Louis, School of Medicine**

This lecture contextualizes urban health by examining social factors and health inequities in the St. Louis metropolitan region, in particular, with implications for those experiencing health inequities across the country.

#### **Reading:**

Contextualizing Urban Health: Social Factors and Health Inequities in St. Louis

Bleich SN, Jarlenski MP, Bell CN, LaVeist TA. Health Inequalities: Trends, Progress and Policy. *Annu Rev Public Health* 2012; April;33:7-40. doi:10.1146/annurev-publhealth-031811-124658.

Communities of Solution: The Folsom Report Revisited. *Ann Fam Med* 2012;10:250-260. doi:10.1370/afm.1350.

Corburn J. Confronting the Challenges in Reconnecting Urban Planning and Public Health. *Am J Public Health*. 2004;94:541-.546.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448291/pdf/0940541.pdf>.

Ross, W.R. (2014). Place Matters: Contextualizing Health Using a Social Determinants Model. In Carol Camp Yeakey, Vetta L. Sanders Thompson & Anjanette Wells (Editors) *Urban Ills: Post-Recession Complexities of Urban Living in Global Contexts*. Lanham, MD: Lexington Books.

### **Week 10, November 2, 2016**

Mental Health and Inequity

**Lecturer:** Vetta L. Sanders Thompson, The Brown School

This lecture focuses on interdisciplinary approaches to addressing inequities in mental health. Both current mental health care inequities, as well as a historical context and content will be included. Mental health is distinguished from mental illness and the role of structural inequity, historical trauma and social determinants are linked to mental health and well-being. The lecture will focus on how these factors increase exposure to risk factors that increase the likelihood of stress responses, including traumatic stress. The presentation concludes with recommendations for service delivery and treatment that are sensitive to the unique experiences of marginalized communities.

#### **Readings:**

Corrigan, P., Thompson, V., Lambert, D., Sangster, Y., Noel, J. G., & Campbell, J. (2003).

Perceptions of discrimination among persons with serious mental illness. *Psychiatric Services*, 54, 1105-1110.

Alegria, Margarita, Glorisa Canino, Ruth Ríos, Mildred Vera, José Calderón, Dana Rusch, and Alexander N. Ortega. "Mental health care for Latinos: Inequalities in use of specialty mental health services among Latinos, African Americans, and non-Latino Whites." *Psychiatric Services* (2002).

Murali, Vijaya, and Femi Oyebode. "Poverty, social inequality and mental health." *Advances in psychiatric treatment* 10, no. 3 (2004): 216-224.

#### **Discussion Section 4 – Identifying the Problem and Understanding the Impact**

Video: Unnatural Causes: Place Matters

#### **Week 11, November 9, 2016**

Improving the Health and Well Being of African Americans in St. Louis

**Lecturer:** Jason Purnell, Brown School

The lecture covers social determinants of health and health disparities within the context of St. Louis and also discusses how a combination of research, communication, community engagement, and policy work is being used to mobilize a regional community response.

#### **Readings:**

Purnell, J.Q., Camberos, G., Fields, R. (eds) (2014). *For the Sake of All: Improving the Health and Well Being of African Americans in St. Louis*. St. Louis, MO: Washington University in St. Louis & St. Louis University

Braveman, P., Egerter, S., and Williams, D.R. (2011). The social determinants of health: coming of age. *Annual Review of Public Health*, 32, 381-398.

Woolf, Purnell, Simon. et al. (2015). Translating evidence into population health improvement: Strategies and Barriers. *Annual Review of Public Health*. DOI: 10.1146/annurev-publhealth-082214-110901.

Frieden (2010). A framework for public health action: The health impact pyramid. *American Journal of Public Health* 100: 590-595.

#### **Week 12, November 16, 2016**

Place Informs Inequality

**Lecturer:** Melody Goodman, Washington University, Washington University School of Medicine, Surgery, Prevention and Control

This lecture examines the role of place (where you live/your zip code) on life chances, particularly the eventual impact on health outcomes. The lecture and readings will explore how our environment – whether education, income, clean air, safe housing, transportation, healthy

foods, safe places to exercise, jobs, or quality health care – are influenced by the level of segregation that exists in our society. This lecture is meant to help students understand the need to explore new tools for addressing place, such as GIS and Policy Map.

### **Readings:**

Goodman, M. S., & Gilbert, K. L. (2013). Segregation: Divided cities lead to differences in health. *For the Sake of All*.

Kwate, N.O.A., Goodman, M.S.(2014). An empirical analysis of white privilege, social position, and health. *Social Science & Medicine*, 116, 150-160.

Gilbert, K. L., Elder, K., Lyons, S., Kaphingst, K., Blanchard, M., & Goodman, M. (2015). Racial Composition Over the Life Course: Examining Separate and Unequal Environments and the Risk for Heart Disease for African American Men. *Ethnicity & disease*, 25(3), 295.

**Discussion Section 5** – TA Consultation papers and presentations

## **NOVEMBER 23, 2016, THANKSGIVING HOLIDAY**

### **Week 13, November 30, 2016**

**Invited Guest Panelists: In/equality in Theory and Practice**

**Support Faculty:** Carol Camp Yeakey; Vetta Sanders Thompson,

### **Week 14: December 7, 2016 (Exam 2 Distributed)**

**Town Hall Simulation Practice on Environmental In/justice and In/equality Summation of In/equality in Theory and Practice, Class Wrap Up Practice,**  
Coordinating Faculty, Carol Camp Yeakey, Vetta L. Sanders Thompson,

### **Week 15: December 14, 2016**

**Exam 2 Due**

### **Town Hall Simulations on Environmental In/justice and In/equality**

Coordinating Faculty, Carol Camp Yeakey, Vetta L. Sanders Thompson,

### **Brown School Note:**

#### **MSW COMPETENCIES ADDRESSED IN THIS COURSE**

**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 5:** Engage in Policy Practice

#### **MPH COMPETENCIES ADDRESSED IN THIS COURSE**

**Transdisciplinary Problem Solving**

- Explain why the complex, multi-factorial nature of problems in public health and health inequity requires a transdisciplinary approach particularly when race, gender and social class issues are present.
- Integrate social, behavioral, environmental, and biological explanations of health outcomes using theoretical approaches drawn from diverse disciplines.

#### **Diversity, Culture, and Health Disparities**

- Apply understandings of the impact of contexts such as gender, race, poverty, history, migration, and culture in the design and implementation of public health interventions/practice.

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2016](#)

Special Needs: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic

device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.