

PUBH 6066

Community Building and Health
Fall 2019

COURSE & CONTACT INFORMATION

Credits: 2
Meeting Days: Monday
Meeting Time: 5:45-7:40
Meeting Place: A110 Mayo and Cultural Wellness Center (2025 Portland Avenue South, Minneapolis)

Instructor: Sara Axtell
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E-mail: axtel002@umn.edu Please put 6066 in the subject line!
Office Hours: Drop-in office hours Mondays 9 am to 11 am, or click [here](#) to schedule an appointment on Wednesdays 9 am to 12 pm or Fridays. If these times don't work, email me for another appointment time.

COURSE DESCRIPTION

The purpose of the course is to prepare you to make a contribution to the health of your own communities, as well as other communities, using asset-oriented, collaborative approaches. The course has three overarching themes that will help to prepare you for community work: cultural self-study, community building, and working across culture. Central questions that will guide the course this year include the following. These questions have grown out of Sara's study with Elders at the Cultural Wellness Center.

1. What are the challenges in establishing a working partnership between institutional knowledge and community knowledge in community health?
2. What are the ways that public health, as an institution, undermines communities?
3. What is the role of public health workers in community health and healing?

COURSE PREREQUISITES

None

COURSE GOALS & OBJECTIVES

Cultural Wellness Center Objectives:

1. Provide experience in living with ambiguity, and multiple "correct" answers or ways of thinking.
2. Understand the effects of the historical relationships between cultural groups on intercultural interfacing.
3. Identify approaches communities take to solving problems.
4. Identify cultural self-study questions to walk with over time.

Objectives from Community Development and Community Organizing:

5. Discuss the difference between asset-based and deficit-based approaches to community health.
6. Discuss potential barriers in community building and organizing, and how to overcome them.
7. Identify a range of public health issues lending themselves to community organizing/building approaches.

Objectives that flow from both:

8. Understand that concepts like health, community, and development have a culturally determined definition and connotation. Describe applications of that understanding to community-based public health work.
9. Describe the role of public health workers in community organizing and community building.

10. Develop a better understanding of yourself and your own community(ies).

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

The course is participatory in nature, and will require personal reflection. Instructional methods will include discussions with elders and community organizers, critical analysis of class readings, journaling and other reflective writing, and participation in the Cultural Wellness Center. The course will expose you to cultural self-study as an approach to learning that is central to community knowledge production. This process of knowledge production values subjectivity as opposed to objectivity and gives authority over knowledge to cultural elders. These are two of the important ways in which participation in community knowledge production is different from the learning often expected in academic environments.

Expectations for the course include the following:

1. **Attend all class sessions, unless a prior arrangement has been made with the instructor.**
2. Do all reading prior to class, and participate in class discussions.
2. Engage in self-reflection regarding your culture and community.
3. Treat others in the class respectfully, as determined by class ground rules.

Course Workload Expectations

This is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

Readings packet and reading links available on Canvas site.

COURSE OUTLINE/WEEKLY SCHEDULE

9-9-19 Session 1

Objectives:

1. Begin to reflect on how we define and live out community in our own lives.
2. Practice viewing communities in terms of assets rather than needs.
3. Identify strategies for mapping assets on a community level.
4. Discuss ways to approach learning in the course

Reading:

1. Social Connectedness and Health: <http://www.wilder.org/Wilder-Research/Publications/Studies/Social%20Connectedness%20and%20Health/Social%20Connectedness%20and%20Health.pdf>
2. Kretzmann, J.P. & McKnight, J.L. (1993). Introduction. *Building Communities from the Inside Out*. Chicago: ACTA Publications. Found on <https://resources.depaul.edu/abcd-institute/publications/Documents/GreenBookIntro%202018.pdf>

In class exercises:

<https://resources.depaul.edu/abcd-institute/resources/Documents/GiftDiscoveryActivitylongversion.pdf>
<https://resources.depaul.edu/abcd-institute/resources/Documents/PorchTimeLearningConversations.pdf>

Assignment:

<https://resources.depaul.edu/abcd-institute/resources/Documents/DorfmanMappingCommunityAssetsWorkBook.pdf>

9-16-19 Session 2

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Objectives:

1. Discuss the models of community knowledge production and infrastructure for a community's partnership with institutions.
 - CHAT teams
 - Community systems navigators
 - Community care-giving system

Reading:

1. Stories of Impact: Cultural Wellness Center <http://www.buildthefield.org/publications/>
2. Backyard Initiative articles in the Alley newspaper: <http://alleynews.org/?s=allina+backyard+initiative>

Read the article "The Backyard Initiative: History and Framework" and choose 4 other articles

Assignment: What is the teaching #1

9-23-19 Session 3

Note: Class will meet at the UROC at 2001 Plymouth Av. North, Mpls.

Objectives:

1. Immerse ourselves in a community healing process.
2. Identify cultural self-study questions to walk with over time.

Assignment: What is the Teaching #2

9-30-19 Session 4

Objectives:

1. Debrief from healing ceremony
2. Discuss culture as a resource for health and healing.
3. Continue to reflect on our own cultural identity(ies).
4. Discuss the impact of the dominant Euro-American cultural framework on health and health care.

Readings:

1. [Peace Corps Culture Matters Workbook](#).
 - a. Thirteen Cultural Categories, section 2.3
 - b. Sources of American Culture, section 2.5
2. Eckersley, R.R. (2006). "Is Modern Western Culture A Health Hazard?" *Int. J. Epidemiol.* 35 (2): 252-258. doi: 10.1093/ije/dyi235 <http://ije.oxfordjournals.org/content/35/2/252.extract>
3. Montenegro, M. & Glavin, T. (July 9, 2010). In defense of difference. *Seed Magazine*. http://seedmagazine.com/content/article/in_defense_of_difference/P1/

Assignment: What is the teaching #3

10-7-19 Session 5

Objectives:

1. Reflect on the concept of privilege, and implications for community health work.
2. Identify ways to decrease barriers to people's participation in community organizations.

Reading:

1. On Racism and White Privilege. <http://www.tolerance.org/article/racism-and-white-privilege>
2. Explaining white privilege to a broke white person. <http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person>
3. Mains, Shelley. (1997). Our feminist institutions, ourselves. *Sojourner: The Women's Forum* (23,4), p. 10-12, 25. (Readings packet)
4. Helfand, Judy. [Constructing Whiteness](#)
5. Alexander, Michelle. *The New Jim Crow*, Introduction. Available in course on-line reserves.
6. Scan: Developing and Increasing Access to Community Services. <http://ctb.ku.edu/en/table-of-contents/implement/improving-services/access-health-and-community-services/main>

Assignment: What is the teaching #4

10-14-19 Session 6 ON-LINE DISCUSSION, NO IN-PERSON CLASS!

Objectives:

1. Identify strategies for creating inclusive organizations.

Reading:

1. Beyond Identity Politics, chapter 1: "Power concedes nothing without a demand: Building multiracial organizations with direct action" in library reserves
2. "Distinguish your work: Outreach or Community Engagement" <http://www.buildthefield.org/publications/>
3. "Stories of Impact: Hope Community" <http://www.buildthefield.org/publications/>
4. Scan: Creating Welcoming Places Workbook https://resources.depaul.edu/abcd-institute/resources/Documents/WelcomWorkbook_final.pdf
5. African Immigrant Services: a culture of community innovation and inclusion. <https://www.okeebo.com/beta/read/The%20Process%20of%20Community%20Innovation/>
6. Here's What Young People In Attawapiskat Say They Need To Fight The Suicide Crisis https://www.buzzfeed.com/emmaloop/young-people-in-attawapiskat-are-taking-action?utm_term=.ii4XW6RNk#.manMZB2XA

7. Ten Lessons for Creating Safety Without Police <http://www.truth-out.org/opinion/item/36812-10-lessons-for-creating-safety-without-the-police-a-reflection-on-the-10-year-anniversary-of-the-sos-collective>

Assignment: Community Meeting assignment, due 10/22

10-21-19 Session 7

Objectives:

1. Discuss the effects of historical relationships between cultural groups on intercultural interfacing and on public health programs.

Reading:

1. Huanani-Kay Trask. (1993). "Coalitions between natives and non-natives" in *From a Native Daughter: Colonialism and sovereignty in Hawaii*, p. 247-261. Monroe, Maine: Common Courage Press. (Readings packet)
2. Davis, A. (1981). "Racism, birth control, and reproductive rights" in *Women, Race, and Class*, 202-221. New York: Vintage Books. (readings packet)

Assignment: What is the teaching #5

10-28-19 Session 8

Note: Class will meet at Backyard Health Hub at Midtown Global Market at 920 East Lake Street in Minneapolis.

Objectives:

1. Reflect on work so far with the Backyard Health Hub.
2. Discuss communities building a community care-giving system. What is the role of health professionals in this work? (if any?)

Activities:

Discussion with Ms. Roberta.

Assignment: What is the teaching #6

11-4-19 Session 9

Objectives:

1. Revisit the role of public health workers in community building.
2. Discuss the intricacies of cross-cultural interface.
3. Discuss the role of institutions in community building.

Activities:

1. Debriefing from last session.
2. Scenario-based exercise on building ties with a community that you are not a part of.
3. John McKnight video: http://www.abundantcommunity.com/home/videos/community_building_through_gifts.html

Reading:

1. Barnhardt, R. (2000). Teaching/Learning Across Cultures: Strategies for success. In Neil, R. (ed.). *Voice of the Drum*, p. 167-176. Brandon, Manitoba: Kingfisher Publications. (readings packet)
2. Seanhk-Ka, S. & Axtell, S. (2007). Sharing Intellectual Authority. *Partnership Perspectives*, 4(1), 78-85. http://depts.washington.edu/ccph/pdf_files/PP-W07-Seanhk-ka.pdf
3. [Seeds of Native Health. First Annual conference on Native American Nutrition. Conference Report. http://seedsofnativehealth.org/wp-content/uploads/2017/04/2016-Native-Nutrition-Conference-Report-Final-Online-Version.pdf](http://seedsofnativehealth.org/wp-content/uploads/2017/04/2016-Native-Nutrition-Conference-Report-Final-Online-Version.pdf)

Assignment: What is the teaching #7

11-11-19 Session 10

Note: Class will meet at the Backyard Health Hub at Midtown Global Market at 920 East Lake Street in Minneapolis.

Objectives:

1. Check-in with Backyard Health Hub staff about work with the Resource Center.

Activities:

Work session with BYI Resource Center staff.

Assignment: What is the teaching #8 (or product for the Resource Center)

11-18-19 Session 11

Teacher: Elder Janice Barbee

Objectives:

1. Discuss cultural narratives that sustain systems of inequality
2. Integrate counter narratives into your practice of systems change.

Assignment: What is the teaching #9

11-25-19 Session 12

Objectives:

1. Immerse ourselves in a visceral way in the impacts of colonization.
2. Discuss considerations when offering public health approaches to complement other cultural approaches.

Activities:

1. View Landscaped of Conflict photo exhibit.
2. Discussion with Lea Foushee of North American Water Office

Reading:

1. Hassel, C. (2005). The Craft of Cross-Cultural Engagement. *Journal of Extension*, 43 (6), <http://www.joe.org/joe/2005december/a1.php>
2. Hassel, C. (2014). Reconsidering nutrition science: critical reflection with a cultural lens. *Nutrition Journal* 2014, 13:42. <http://www.nutritionj.com/content/13/1/42>

12-2-19 Session 13

Community Conversation Due!

Objectives:

1. Discuss how universities or other institutions can partner with grassroots organizations to improve the health of a community.

Activities:

1. Discussion with organizers Phillips Neighborhood Healthy Housing Collaborative.

Final paper due today!

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Activities:

1. Sharing a meal together; sharing insights and reflections.

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

All assignments must be submitted over the canvas site, unless you talk to Sara to make other arrangements.

Each week there will be an assignment to turn in, either a “What is the teaching” assignment or a skills assignment.

“What is the teaching?” assignments

For nine of our class sessions, you will be asked to turn in a one page writing assignment, discussing questions, insights, or ideas that you will walk with as a result the session’s discussion. These assignments are part of your cultural self-study. Grading: 3 points each--did/didn’t do for 27 points total

Skills assignments

- Asset Mapping: Complete a community asset mapping either for a community you are part of now, or a community you grew up in. Guidelines distributed in class. 5 points, due 9/17
- Community Meeting: Attend a community meeting. There are several listed on the website, or you can choose a meeting or event in your own community. It should be a meeting where people have the opportunity to participate and discuss important issues. 5 points, due 10/22
- Community Conversation: In groups of 2 or 3, students will plan and implement a community conversation about an issue of shared concern. You will design a series of discussion questions, to surface people’s ideas, questions, and concerns about the issue, as well as possible actions to improve the situation. Invite 5-7 additional friends, coworkers, neighbors, fellow students, etc. to participate in the conversation. You will turn in the questions you used to prompt discussion, as well as 1-2 pages of notes about the main ideas and questions that surfaced during the discussion. 15 points, due 12/3

Final Paper:

Reflection on the course content as it relates to your current and future work (two typewritten pages). Further guidelines will be distributed in class. Points possible: 15

Cultural Wellness Center and Backyard Community Health Hub:

The Cultural Wellness Center has invited us to participate in the Backyard Community Health Hub, which is based at the Midtown Global Market. We will be asked to work in small groups to support the knowledge production work of the Center and the Health Hub.

- Students will attend a community meeting or Health Hub event to assist with the event and document the knowledge produced in the meetings. You will be asked to sign up in pairs to attend and take notes at a partnership meeting. In the community knowledge production process, notetaking is an important activity. It documents the ideas, questions, and knowledge produced at the meeting, and attempts to create a conceptual framework that incorporates the important ideas and perspectives shared. Please look at the dates below to see which might fit into your schedule. You will be asked to submit both a meeting document and a reflection document within 5 days of attending the meeting. See the website for examples of meeting documents and the meeting schedule. Points possible: 15
- We will also be working with CWC staff to support their work to develop a the Health Hub. As is true with much of the work we do in partnership with community groups, we don't have a blueprint for this work. It may involve meeting documentation, doing background research on sustainability models, helping to design systems, etc. Possible points: 18

Grading Criteria – <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

The course grade is based on 100 points. Points are distributed in the following manner:

27%	What is the teaching? Assignments
25%	Skills assignments
15%	Final paper
33%	Backyard Health Hub

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better

- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	Contact Sara right away if there are circumstances (e.g., family emergency) that will lead you to turn in an assignment late.
Attendance Requirements	Students are expected to attend all sessions. Exceptions will be made for religious and cultural observances, illness, family emergencies and other similar issues. Contact Sara right away if you will need to miss a session.
Extra Credit	There are no extra credit opportunities, but if you are concerned about your grade, please contact Sara to talk about the possibility of re-submitting assignments that you had difficulty with.

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at the at organizational, community and societal levels	Understand the effects of the historical relationships between cultural groups on intercultural interfacing.	Reflective writing and class discussion
Assess population needs, assets and capacities that affect communities' health	Discuss the difference between asset-based and deficit-based approaches to community health	In-class exercises and skills assignments
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Discuss potential barriers in community building and organizing, and how to overcome them.	Class discussion and community conversation project