

FALL 2017

ENVR 610 Global Perspectives on Environmental Health Inequalities

Tuesdays, 2:00 - 4:45pm in 2303 McGavran Greenberg (3 hrs credit)

Instructor Info Courtney Woods, Ph.D. 166B Rosenau Hall courtney.woods@unc.edu (919)-962-4660

Office Hours By appointment

Text There is no textbook for the course. All articles and book chapters are listed on the schedule below and will be made available (as pdfs) on the Sakai course site.

Description

In this course, students will learn how social, economic and political factors impact environmental health outcomes and will be introduced to theories and methods for incorporating social determinants frameworks into environmental health research. These frameworks will help explain why many global environmental health “crises” (including climate change, urbanization, industrialization and war) often have the worst health and environmental impacts in the poorest countries and/or marginalized populations of a given country. Students will also learn how movements for environmental justice and health as a human right have helped underserved populations worldwide to advocate for just public policies.

Course Objectives

- To expose students to current topics in global environmental health and the discuss the frameworks and methods used for studying social and environmental determinants
- To foster peer learning through in-person and online discussion and build competency in interdisciplinary collaboration through group work
- To facilitate the development of cultural humility and a global conscience/ethic amongst students

Learning Objectives

- To understand some basic principles in environmental exposures and health
- To understand some of the larger social, economic and political forces that affect environmental health on a global scale
- To learn strategies for preventing environmentally-mediated diseases and the challenges that often thwart prevention efforts
- To learn about different international agencies and regulations that work to protect public health and protect the environment.
- To learn how qualitative research methods can be used in environmental health sciences
- To enhance student ability to communicate about environmental health and health disparities through weekly writing and facilitated discussion

Graded	In-class Discussion	20%	Grading Scale:	95-100 H/ A	93-94 H/A-
Assignments:	Discussion Forum	20%		90-92 P/ B+	85-89 P/ B
	Mid-term Essay	20%		80-84 P/ B-	77-79 L/C+
	In-Class Presentation	20%		74-78 L/C	70-73 L/C-
	Final Exam	20%		69 & below F	

Course Structure

In-class Discussion: Our time in the classroom will primarily involve student-centered discussion, with some slide presentations of content when necessary. Most of the content of the course will be delivered via readings and media that you are expected to review prior to the class meetings. Your active participation in the classroom discussion is key to having an engaging learning environment for your fellow classmates and for yourself.

Discussion Forum: Each week students are expected to respond to the writing prompt based on the required readings. This forum will encourage some discussion and exchange of ideas prior to the in-class discussion. All posts should be submitted by 11:59 pm on the listed due date, which is usually one day prior to the class meeting day.

Mid-term Essay: Students will independently prepare a 4-5 page (excluding reference) essay. The paper should provide a comparative analysis of environmental regulations and/or public health protections in the US and in another country /region of interest. The paper should also describe how public engagement/involvement influences policy. More details on the prompt and format of the paper will be posted on Sakai at least 3 weeks before the due date.

Presentation (25-30 min): Students will take the topic of their mid-term essay and work with another student to identify commonalities in their environmental health issue. The students will consider various theories of social change that could be applied to develop an "intervention" addressing their issue. In the presentation the students should highlight the historical context of the problem, why this country/region is uniquely impacted by this problem. They should also describe the social, political and/or economic determinants that intersect with the primary environmental determinant driving the issue. More details about the presentation will be provided in-class and on Sakai.

Final Exam: The final exam will be a comprehensive exam comprised of 8-12 short answer questions. It will be administered online in sakai and should be completed within 24 hours of opening it. The exam is open book and you may use any materials from the course or online. You should not receive assistance from current or past students on the exam.

Facebook Page: The course also has a [Facebook page](#), that you can post to if you wish to share interesting articles relevant to the course topic

Honor Code Your work on assignments and examinations is governed by The University of North Carolina Honor Code (<http://honor.unc.edu>). The Honor Code states "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity." You must affirm the honor code pledge for exams and other graded assignments. Instructors are required to report apparent violations to the Student Attorney General. In the past Honor Code violations have resulted in students in online course being dismissed from UNC.

Course Schedule

Date	Topic	Text and Media	In-class Discussions & Activities	Assignment
Aug 22	Course Overview, Skills Assessment and Needs Assessment		What do ya know? & what do ya need?	
Aug 29	Defining and assessing environmental burden of disease	<ul style="list-style-type: none"> • Global Assessment of the Burden of Disease from Environmental Risks. (first 92 pages, with assigned reading from the Results section) • Global Burden of Disease, Injuries and Risk Factor Studies- GBD 2010 (a reference doc) • DALYs for 291 diseases from 21 regions, 1990 to 2010 (a reference article) 		Forum: 8/28
Sept 5	Globalization & Global Health	<ul style="list-style-type: none"> • A Global Perspective: Reframing the History of Health, Medicine and Disease. Harrison, 2015 (50 pgs) • Globalization and health: a framework for analysis and action. Woodard et al, 2001 (4 pgs) 	Our “global world”	Forum: 9/5 by noon
Sept 12	Determinants of Health & Theories/Frameworks for studying health inequalities	<ul style="list-style-type: none"> • Excerpt from Health Inequality: An Introduction to Theories, Concepts and Methods by Mel Bartley • Excerpt from The Status Syndrome: How Social Standing Affects Our Health and Longevity by Michael Marmot • Conceptual models to study health disparities A Diez-Roux (19 pgs) • Environmental health disparities: a framework for integrating psychosocial and environmental concepts. Gee & Payne-Sturges, 2004 (6 pgs) 	Concept mapping	Forum: 9/11
Sept 19	Extractive Processes and Environmental Health	<ul style="list-style-type: none"> • Oil, Migration and the political economy of HIV/AIDS Prevention in Nigeria’s Niger Delta IA Udoh, 2013. (~ 12 pgs) • Promises of peace and development mining and violence in guatemala. C Caxaj et al. 2013 (16 pgs) 	Roughest Neck Around by Corb Lund Working on a Coal Mine by Lee Dorsey	Forum: 9/16
Sept 26	Labor & Production: Worker health and occupational environments	<ul style="list-style-type: none"> • Global Occupational Health: Current Challenges and the Urgent Need for Action. Luchini and London, 2014 (6 pgs) • Occupational cancer burden in developing countries and the problem of informal workers. VS Santana & FSN Ribeiro, 2011 (3 pgs) 	Guest Lecture from Student Action for Farmworkers	Forum: 9/25
Oct 3	One man’s trash, another man’s burden: solid and hazardous waste siting	<ul style="list-style-type: none"> • The global impact of e-waste: addressing the challenge. ILO 2012 (~30 pgs) • Environmental Fate and E-waste in china and India. Sepulveda 2010 (~12 pgs) • NAFTA and US hazardous waste export to Mexico (~ 5 pages) 	Photovoice Landfill by Daughter	Forum:10/2
Oct 10	Women’s and Children’s	<ul style="list-style-type: none"> • Energy and Human Health. K Smith et al, 2013 (~20 pgs) 		Forum: 10/9

	Environmental Health Issues	<ul style="list-style-type: none"> • Effect of city-wide sanitation programme on reduction in rate of childhood diarrhoea in northeast Brazil: assessment by two cohort studies. ML Barreto et al. 2007 		
Oct 17	Disparate impacts of climate change around the world	<ul style="list-style-type: none"> • Managing the health effects of climate change , Costello et al, 2009(37 pgs) • Climate change and occupational health: a South african perspective. Kjellstrom et al 2014. (5 pg) 	Speaking to current and future generations	Forum: 10/16
Oct 24	War & environmental health	<ul style="list-style-type: none"> • Barry S. Levy and Victor W. Sidel. War and Public Health, 2nd ed. New York: Oxford University Press. 2008. Chapter 8 (17 pgs).Association between Agent Orange and birth defects: a systematic review and meta-analysis. Ngo et al, 2006 (~ 9pgs) • The extent and patterns of use of Agent Orange and other herbicides in Vietnam. Stellman et al, 2003 (~ 6pgs) 	Guest Lecturer from Dilshad Jaff At the root of conflict War by Edwin Starr	Forum: 10/23 Mid-term essay due on 10/24 by noon
Oct 31	Class, Race and Place: Part I	<ul style="list-style-type: none"> • New Insights on poverty (20 min) • Environmental justice and water resources governance practices. AP Fracalanza et al. 2013 (18 pgs) • Indigenous health part 2: the underlying causes of the health gap M King et al. 2009. (9 pgs) 	Autobiographical Reflections	Forum: 10/30
Nov 7	Class, Race and Place: Part II	<ul style="list-style-type: none"> • Toxic Waste and Race. UCC, 1987, pgs 1-7& 13-27 • Excerpts from International Environmental Justice by R. Anand, 2004. (17 pgs) 		Forum: 11/6
Nov 14	Transforming public health and community-based research	<ul style="list-style-type: none"> • Transformation for Health: a framework for health disparities research. MC Esperat, 2005 (~ 8pgs) 	Power dynamics & Conflicts of Interest	Forum: 11/13
Nov 21	Global health ethics & governance	<ul style="list-style-type: none"> • Ethics and governance in global health inequalities. JP Ruger, 2006 (~ 6 pages) • Advancing health rights in a globalized world: responding to globalization through a collective human right to public health. BM Meier, 2007 (~9 pgs) • A Global Social Support System: What the International Community Could Learn From the United States' National Basketball Association's Scheme for Redistribution of New Talent Ooms et al. 2015 (4 pgs) 	Ethical Dilemmas	Forum: 11/20
Nov 28 & Dec 5	Student Presentations: Part 1 & 2			
Dec 9 12pm	In-Class Final Exam Meeting			

*Any changes to the syllabus and additional readings will be mentioned in class and posted on Sakai