

SPRING 2016

ENVR 610 Global Perspectives on Environmental Health Inequalities

Tuesdays, 2:00 - 4:30pm in 2306 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 on the poorest countries and/or marginalized populations of a given country. Students will also learn about the environmental justice movement in the US and its role in advancing the work of underserved communities around the world in advocating for new laws and stronger regulations.

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 facilitated 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

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| Graded | In-class Discussion | 20% | Grading Scale: | 95-100 H/ A | 93-94 H/A- |
| Assignments: | Discussion Forum & Facebook | 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 and Facebook: 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. For the Facebook posts, you can share anything relevant to the course topic. It does not need to be related to the materials we are covering for that week. Only one posts is required per week, but students are encouraged to post as many topics as they find that they think might be interesting to their classmates. These posts will be approved by the instructor prior to their appearance on the course [FB page](#).

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 identify an imminent or emerging environmental health issue in a country or region of interest. This topic should be a new topic that was not previously covered during the course meetings. Students will be expected to highlight the historical context of the problem and describe how and why this country/region is uniquely impacted by this problem. The presentation should discuss interventions (either gov., private or grassroots-based) that have been developed to address the issue or explain how other countries with similar economic or social demographics may avoided a similar environmental health threats. More details about the presentation will be provided in-class and on Sakai.

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 | Primary Text and Media | In-class Discussions & Activities | Assignment |
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| Jan 12 | Course overview Defining and assessing environmental burden of disease | <ul style="list-style-type: none"> • Environmental pollution and the global burden of disease Briggs, 2003 (22 pgs) • Envr Burden of Disease. World Health Org, 2003 (a reference doc) • Global Burden of Disease, Injuries and Risk Factor Studies- GBD 2010 (a reference doc) | Skills Assessment: What do you know? | |
| Jan 19 | 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& FB: 1/18 |
| Jan 26 | Theories and 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 & FB: 1/25 |
| Feb 2 | Mining and Oil Expl(oi)tation | <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 guatamala. C Caxaj et al. 2013 (16 pgs) | Guest Lecturer Roughest Neck Around by Corb Lund Working on a Coal Mine by Lee Dorsey | Forum & FB: 2/01 |
| Feb 9 | Labor & Production: Worker health and the occupational environment | <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 Lecturer | Forum & FB : 2/08 Photo: 2/09 (noon) |
| Feb 16 | One man’s trash, another man’s burden: international trade of hazardous waste | <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 & FB: 2/15 |
| Feb 23 | Women’s and Children’s Environmental Health Issues | <ul style="list-style-type: none"> • Energy and Human Health. K Smith et al, 2013 (~20 pgs) • 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 | Guest Lecturer | Forum & FB: 2/22 |

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| Mar 1 | 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 & FB: 2/29 |
| Mar 8 Int'l Women's Day | 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) | At the root of conflict War by Edwin Starr | Forum & FB: 3/07 Mid-term essay due on 3/07 |
| Mar 15 | Spring Break | | | |
| Mar 22 World Water Day | Class, Race and Place | <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) | TBD | Forum & FB: 3/21 |
| Mar 29 | The birth of a movement: Environmental justice in the US and abroad | <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) | Autobiographical reflections | Forum & FB: 3/28 |
| Apr 5 | 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 & FB: 4/04 |
| Apr 12 | 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 & FB: 4/11 |
| Apr 19 & 26 | Student Presentations: Part 1 & 2 | | | |
| May 3 | In-Class Final Exam | | | |

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