FALL 2014
ENVR 890-005: Global Perspectives on Environmental Health Inequalities
Tuesdays, 2:00 - 4:30pm in 2304 McGavran Greenberg (3 hrs credit)

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

Office Hours  Monday 2-3 pm or 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 the poorest people in a given country. Students will also learn about the environmental justice movement in the US and its role in advancing how underserved communities around the world advocate for greater environmental regulations.

Course Objectives
- To expose students to current topics in global environmental health and the discuss the frameworks and methods used for studying environmental health determinants
- To foster peer learning through in-person and online discussion and build competency in interdisciplinary collaboration through group work
- To help students who are engaged in global and/or community-based research develop cultural humility

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
Assignments:  In-class Discussion 20%  Grading Scale:  95-100  H/A  93-94  H/A-
Discussion Forum & Blog 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 Blogs:* 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. The blog posts are less restrictive in terms of the topics that you cover. Your post should be a report and critical analysis of a current topic relevant to the course. It does not have to be relevant to the topic for that week. You are highly encouraged to use various media forms for your post including a video or audio recording of yourself, photos, music/film excerpts, infographics, etc. Please keep audio and video posts to under 10 min. Regardless of whether your post includes graphics and media or not, please provide a summary of the reference and your critique or re-interpretation. Also be sure to include a link or citation for the reference. Blog posts are due by noon on the listed due date.

*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 4 weeks before the due date.

*Presentation (25-30 min):* Students will identify an imminent or emerging environmental health issue a country or region of interest. 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 national or international interventions that have been developed to address the issue or explain how other countries with similar economic status have avoided 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](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

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Primary Text and Media</th>
<th>In-class Discussions &amp; Activities</th>
<th>Assignment</th>
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| Aug 19 | Course overview  
Defining and assessing environmental burden of disease | - Environmental pollution and the global burden of disease, Briggs, 2003 (22 pgs)  
- Env Burden of Disease, World Health Org., 2003 (a reference doc)  
- Global Burden of Disease, Injuries and Risk Factor Studies- GBD 2010 (a reference doc) | What do you know? | Discussion forum post due by 8/24 |
| Aug 26 | Theories and frameworks for studying environmental health disparities in a global context | - Conceptual models to study health disparities, A Diez-Roux (19 pgs)  
- Addressing the social determinants of children’s health: a cliff analogy, CP Jones et al (10 pgs)  
- Environmental health disparities: a framework for integrating psychosocial and environmental concepts, Gee & Payne-Sturges, 2004 (6 pgs)  
- New insights on poverty (~20 min) | Concept cartography | Forum: 8/24; Blog: 8/26 |
- Environmental Health and International Trade, A Cosby et al 2005 (20 pgs)  
- Overview of human health and chemical mixtures: problems facing developing countries, Yañez et al, 2002 (~6 pgs)  
- Maquilapolis (~1hr) | Photovoice | Forum: 9/07  
Photo: 9/02 (noon)  
Blog: 9/02 |
| Sept 9 | Agricultural worker’s health | - Safety, security, hygiene and privacy, Arcury et al 2012 (9 pgs)  
- Repeated pesticide exposure among NC migrant and seasonal workers, Arcury et al 2010 (9 pgs)  
- Farmworker Housing: Implications for Food Security and Food Safety, Arcury & Quandt, 2013 (3 pgs) | La cuenta, por favor; Share your meal map | Forum: 9/07  
Blog: 9/06 |
| Sept 16 | Black Gold: Oil explo(it)ration around the world | - Excerpts from Dependent Convergence: The struggle to control petrochemical hazards in Brazil and the US by CE Siqueira, 2003  
Blog: 9/16 |
| Sept 23 | One man’s trash, another man’s burden: national trade of hazardous waste | - 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) | What’s the problem? | Forum:9/21  
Blog: 9/23 |
| Sept 30 | Disparate impacts of climate change around the world | - Managing the health effects of climate change, Costello et al, 2009(37 pgs)  
- Modern global climate change, Karl and | Speaking to current and future generations | Forum: 9/28  
Blog: 9/30 |
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| Oct 7  | The history of the environmental justice movement in the US and how it applies to int’l communities | • Toxic Waste and Race, UCC, 1987, pgs 1-7& 13-27  
  View the following videos:  
  • Excerpts from International Environmental Justice by R. Anand, 2004. (17 pgs) | Autobiographical reflections  
  Forum: 10/5  
  Blog: 10/07  
  Mid-term essay due on 10/7 |
| Oct 14 | Community perspectives from the EJ Movement in the US                  | View the following videos:  
  • The Rest of the Story: Hog Farming in NC | What did you hear? Partner-coding exercise  
  Forum: 10/12  
  Blog: 10/14 |
| Oct 21 | Transformative health and community-based participatory research      | • Transformation for Health: a framework for health disparities research. MC Esperat, 2005 (~8pgs)  
  • Making the Case for Community-based laboratories: A new strategy for environmental justice by E. Nance (excerpt from Race, Place and Environmental Justice After Hurricane Katrina. (16 pgs) | Power dynamics  
  Forum: 10/19  
  Blog: 10/21 |
  Forum: 10/26  
  Interview10/28 |
| Nov 4  | War & environmental health                                            | • 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)  
  Forum: 11/2  
  Blog: 11/4 |
| Nov 11 | Community Accountability as a Scholar-Activist                       | • Constructing Health in Cancer Alley: The Role of Expert Activist (excerpt from Uneasy Alchemy by BL Allen, 2003. (32 pgs)  
  • Frequently (Un) Asked Questions about being a Scholar-Activist by L. Pulido (22 pgs)  
  • Views from the global south: exploring how student volunteers from the global north can achieve sustainable impact in global health. Ouma & Damaras, 2013 (~ 5 pgs) | Conflicts of Interest  
  Forum: 11/09  
  Blog:11/11 |
| Nov 18 & 25 | Student presentations                                               | Peer Reviews | |
| Dec 2  | Global health governance and course wrap-up                           | • 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) | Ethical Dilemmas |
| Dec 5  | In-Class Final Exam                                                   | |