SPRING 2019

ENVR 890-001 Community-Driven Research and Environmental Justice

Wednesdays, 1:25 - 3:20pm in 1304 McGavran Greenberg (2 hrs credit)

Course Instructor  Courtney Woods, Ph.D.  166B Rosenau Hall  courtney.woods@unc.edu  (919)-962-4660
Course Co-Instructor Naemma Muhammad  naeema1951@gmail.com

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 from community residents who challenge public health scientists to conduct community-driven research, which requires researchers to modify approaches used in more traditional studies conducted for clients in government and industry. This class introduces concepts and methods in community-driven environmental justice research, presents current research and research needs, and offers opportunities for active involvement in problem-solving in environmental justice research. Methodological topics include public health and social justice, study design and analysis in environmental and occupational health sciences, development of community-driven research questions, community-based participatory research, and preparation of reports that address community and policy needs. Possible topics are industrial livestock production, solid waste and hazardous waste disposal, metal processing/production, and energy production.

Course Objectives

- To expose students to current local topics in environmental justice and give an opportunity to engage with local community leaders
- To facilitate the development of practical and applied research skills
- To foster a critical race and critical class analysis as it relates to public health

Learning Objectives

- To understand the underlying theories and key principles of community-based participatory research
- To examine how structural and systemic factors contribute to unjust distribution of resources (or burdens) and access to participation in decision making processes.
- To learn how to develop research questions that will actively engage community participants and address the concerns of those most directly impacted by the public health issue
- To enhance oral and written communication skills
Graded In-class Participation 20% Grading Scale: 93-100 H
Assignments: Annotated Bibliographies 20% 80-92 P
                          Final Presentation 30% 79-70 L
                          Final Paper 30% 69 & below F

In-class Discussion (20%): During in-class sessions students are expected to contribute substantively to the discussion. To do this, students should review all required readings prior to class. For the class meetings in which community leaders attend, students are encouraged to bring questions from the readings and also think of questions to ask during/after their presentations.

Annotated Bibliographies (20%): Students should prepare an annotated bibliography for each required reading and any additional readings that they are assigned for a given week. These bibliographies will be extremely useful for you as you are preparing your final presentation and final paper. Your bibliographies can be submitted weekly on Sakai by noon on Wednesdays. Please review the UNC Writing Center resource for assistance.

Final Presentation (30min; 30%) and Final Paper (10 pages; 30%): Students will identify one of the topics covered in the class and develop additional research questions (not previously addressed) that may help support and advance the community’s work. More details and examples of past topics will be provided in-class and on Sakai. Also, create a 2-page summary or some type of document/presentation for dissemination to the community partner for whom you have conducted the research project.

Honor Code Your work in this course 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." 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**

Jan 9 Popular Movements and Community-driven research across disciplines;


Jan 16  Concepts, Principles and Methods of CBPR


For further reading:


Jan 23  Design, Measurement and Causal Inference in Environmental Exposures

- Scammell M, Howard G. *Is a Health Study the Answer for Your Community: A Guide for Making Informed Decisions, Chapter 2: Framing Your Concern as a Research Question, and Chapter 3: A Menu of Health Studies: Which Type is the Best Match to Your Research?* Boston University School of Public Health Superfund Research Program.

For further reading:

- Scammell M, Howard G. *Is a Health Study the Answer for Your Community: A Guide for Making Informed Decisions, Chapter 4: More about Each Type of Health Study*. Boston University School of Public Health Superfund Research Program.

Jan 30 The EJ Movement in NC and Continuing Struggles with Landfills
Prospective Guest Speakers: Naeema Muhammad, Minister Robert Campbell

For further reading:
- Cowell RL. Digging deeper: In Orange and Guilford counties, neighbors fight landfill expansions. Indy Week, July 6, 2011.

Feb 6 Industrial Animal Production: CAFOs: Title VI, Nuisance Lawsuits and Community Thoughts on Proposed Industry and Policy Changes
Prospective Guest Speakers: Elsie Herring, Ashley Daniels
✓ ...the Rest of the Story: Corporate Hog Farming in NC (video)
✓ Community health impacts of factory farms: Steve Wing at TEDxManhattan 2013 (video)
✓ Hardy S. The price of pork. Endeavors, 2012

Feb 13 Research Design I

For further reading:


Feb 20  Industrial Contamination: Occupational and Neighborhood Hazards Stories from an Aluminum Smelting Town

Prospective Guest Speakers: Macy Hinson, Valerie Tyson, Richard Leake

- [https://ncebnc.wordpress.com/issues/badin-lake-clean-up/](https://ncebnc.wordpress.com/issues/badin-lake-clean-up/)
- [http://yadkinriverkeeper.org/issues/alcoa-pollution](http://yadkinriverkeeper.org/issues/alcoa-pollution)

Feb 27  Research Design II

- IARC. *Monograph 100F-22: OCCUPATIONAL EXPOSURES DURING ALUMINIUM PRODUCTION.* 2012?

Mar 6 Energy Justice: Coal Ash and The Atlantic Coast Pipeline;

Prospective Guest Speakers: Tracy Edwards, Bobby Jones, Jamie Cole

Mar 8 - 17 Spring Break

Mar 20 Climate Justice: Community Impacts of Extreme Climate Events
Prospective Guest Speakers: Adrienne Kennedy, Veronica Carter, Erin Byrd


Mar 27 Research Design III


April 3 Legal Action and the Politics of CPBR;
Prospective Guest Speakers: Elizabeth Haddix, Mark Dorosin, Chandra Taylor

- UNC Civil Rights Law Center: http://blogs.law.unc.edu/civilrights/category/environmental-justice/
- Pork Council rebuttal (request from Haddix)

Apr 10 Objectivity in science and advocacy in public health

Apr 17  Project Presentations
Apr 24  Project Presentations

*Final papers due by email April 26*

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