



DEPARTMENT: Environmental Health
COURSE NUMBER: 570 **CLASS NUMBER:** 001 **SEMESTER:** S 2019
CREDIT HOURS: 2 **TIME:** Fridays, 1-2.50pm **ROOM:** CNR 1055
COURSE TITLE: Environmental and Occupational Health Law & Policy

INSTRUCTOR NAME: Thomas Clasen

INSTRUCTOR CONTACT INFORMATION

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PHONE: Thomas Clasen: (404) 727-3480

SCHOOL ADDRESS / OFFICE LOCATION: CNR 2nd floor, Rm. 2009

OFFICE HOURS: By appointment

TA: Frederica Lamar (frederica.lamar@emory.edu)

BRIEF COURSE DESCRIPTION

This course introduces students to the major laws and regulations applicable to environmental and occupational health in the United States. We will also explore the history, politics, economics, and ethics of environmental and occupational health policy. Readings, discussion and occasional guest speakers also explore issues of equity and environmental justice. Case studies, in-class-activities and a policy analysis assignment will emphasize the challenges of environmental and occupational health policy.

SCHOOL LEVEL, DEPARTMENT, AND/ OR PROGRAM COMPETENCIES

School: Describe environmental conditions, including biological, physical, and chemical factors that affect the health of individuals, communities, and populations; Use analytic reasoning and quantitative methods to address questions in public health and population-based research; Develop the capacity for life-long learning in public health; Apply principles of ethical conduct to public health practice.

Departmental: Describe major environmental risks to human health ranging from the local to global scale; Explain major policy issues in environmental health including regulatory frameworks; Describe environmental conditions, including biological, physical, and chemical factors that affect the health of individuals, communities, and populations. Prepare health policy briefings suitable for the range of policy stakeholders involved with the formulation and implementation of a health policy under consideration by decision makers; Design an advocacy strategy for the development and implementation of a health policy.

LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

- Develop a working knowledge of the major laws and regulations governing environmental and occupational health in the United States, as well as the agencies responsible for their administration
- Understand the historical, political and economic context for the development, interpretation and enforcement environmental and occupational health law and policy in the United States.
- Explore concepts and cases concerning environmental justice in the United States.
- Conduct a policy analysis of a contemporary issue in environmental and occupational health.
- Improve oral, written and analytical skills in communicating and advocating policy positions to others.

MPH/MSPH Foundational Competency assessed	Assignments
Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	Discussion questions Policy analysis
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Policy analysis
Advocate for political, social or economic policies and programs that will improve health in diverse populations	Mock public meeting
Evaluate policies for their impact on public health and health equity	Mid-term paper Policy analysis
EH Program Competencies assessed	Assignments
Explain major policy issues in environmental health including regulatory frameworks	Mid-term paper Policy analysis

EVALUATION

Class Participation (25%). This course is a seminar. Active participation of all students is essential and attendance is mandatory. Students are expected to read all the materials in advance and be prepared for discussion. **Laptops and tablets may not be used during class.**

Discussion Questions (20%). By noon each Thursday before class beginning January 25, students are required to submit on Canvas 2 or more discussion questions based on the readings for that session. **These questions will be used to demonstrate the student has carefully read and is prepared to discuss the content of the readings for the session.** Up to 2 points for each session, subject to maximum of 20 points.

Mid-term paper (15%). On or before March 8, students will submit a 5 page paper summarizing and one of the main US environmental health laws (those covered in class or otherwise approved by the course instructor in advance). The paper should address its origin and important history, its scope and application, and the principles involved. It should conclude with your judgment about the major strengths and weaknesses of the law in actual practice.

Policy Analysis (30%). An important skill that is an aim of the class is policy analysis. Students will prepare a 10-15 page policy analysis of selected environmental health issue using the policy framework developed during the course. This will include mapping out the actors involved and the interests they are pursuing; their sources and base of power and influence; their aims,

strategies and tactics; the alliances that emerge or fail. It will also include summarizing the relevant laws, regulations and judicial decisions, as well as the applicable science. Finally, it will address the equity/justice issues presented. Proposed topics will be due by the beginning of class on March 8. Once the instructor approves the topic, an outline of the analysis will be due on by the beginning of class on March 29. The final document is due by the beginning of class on April 12. **Note: The end of term can be very busy, especially for students submitting theses or capstone projects. Students are encouraged to accelerate work on the policy analysis so that it does not interfere with other commitments. The instructor will review topics and outlines promptly after they are received.**

Mock Public Meetings (10%). One skill that will be addressed in this class is policy advocacy and consensus building. Students will be assigned to represent a particular constituency (politicians, business, health, community activists, etc.) in an in-class negotiation of an environmental or occupational health policy issue. Working in groups, students will research applicable laws and regulations and develop strategies to advocate for their perspective. At the same time, they will endeavor to work with representatives of other perspectives in an effort to reach the best possible outcome for their constituency. Each group will present a summary of its research and position in advance (maximum 10 points) (April 12) and then negotiate during the mock meeting (maximum 10 points) (April 19).

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Equity and Inclusion, 404-727-9877.

RSPH POLICIES

Accessibility and Accommodations

Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact the Office of Accessibility Services (OAS). It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Students who registered with OAS and have a letter outlining their academic accommodations are strongly encouraged to coordinate a meeting time with me to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible.

Contact Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>

Honor Code

You are bound by Emory University's Student Honor and Conduct Code. RSPH requires that all material submitted by a student fulfilling his or her academic course of study must be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. *Academic dishonesty refers to cheating, plagiarizing, assisting other students without authorization, lying, tampering, or stealing in performing any academic work, and will not be tolerated under any circumstances.*

The RSPH Honor Code states: "Plagiarism is the act of presenting as one's own work the expression, words, or ideas of another person whether published or unpublished (including the work of another student). A writer's work should be regarded as his/her own property."
(http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)

Date	Theme	Topic	Guest	Reading (check Canvas for readings other than Carruth and Goldstein text) and Activites
Jan 18 th	Introduction	Course introduction; origins of US environmental health movement; US legal system; administrative agencies and judicial review; US EPA; National Environmental Policy Act (NEPA)		Carson, Silent Spring, Chap 1-3; Carruth and Goldstein Chap. 1, 2; National Geographic: How President Trump is changing environmental policy (https://news.nationalgeographic.com/2017/03/how-trump-is-changing-science-environment/)
Jan 25 th	Occupational Health and Safety	Background and history; Occupational Safety and Health Act (OSHA)	Melvin Myers	Myers, Sections 5.6 (pp. 112-116), 7.1-7.2 (pp. 170-182), 8.1-8.2 (pp. 212-227), & 9.1-9.2 (pp. 258-268) CASE—Fetal Protection—Myers, Chapter 8: The Child Bearing Capacity Narrative (pp. 211-212) & The Pregnancy Discrimination Narrative (pp. 248-249)
Feb 1 st		Mine Safety, Workers Compensation, Community Right to Know		Mine Safety and Health, Myers, Chapter 10, Sections 10.1, 10.3, 10.4, & 10.5 (pp. 313-314 & 321-330) Workers' Compensation, Myers, Chapter 13, Sections 13.4, 13.6, & 13.9 (pp. 481-491, 493-499, & 512-519) Community Right-to-Know, Carruth & Goldstein: Chapter 9 & Chapter 10 (HCS pp. 214-218) CASE—Vinyl Chloride—Myers, Chapter 15, The Lucifer Effect Narrative (pp.565-568) & Section 15.2 (pp. 569-570)
Feb 8 th	EH Policy	US Environmental Health Policy	Ken Rose	TBD
Feb 15 th	US environmental laws and health	Clean Air Act (CAA); clean air case study	Stan Meiburg	Carruth & Goldstein, Chap. 3
Feb 22 nd		Clean Water Act (CWA) and Safe Drinking Water Act (SDWA); case study	Jim Giattina	Carruth & Goldstein, Chap 4 and 5
March 1 st		CERCLA (Superfund), RCRA; case study; NCEH, ATSDR	Bill Cibulas	Carruth & Goldstein, Chap 6,7

Mar 8th	International environmental regulation and health (1)		Mindy Goldstein	TBD Mid-term paper due
March 15th	BREAK			
March 22nd	International environmental regulation and health (2)	Climate change and international environmental health policy	Daniel Rochberg	
March 29th	Case studies—US	Toms River—Discussion		Dan Fagin, Toms River
April 5th		Toms River—Public Meeting		
April 12th	Policy advocacy and negotiation	Mock Public Meeting—Presentations		Roger Fisher and William Ury, Getting to Yes
April 19th		Mock Public Meeting—Negotiations		
April 26th	Environmental Justice	Principles; Flint case study		TBD

Reading List (subject to change)

Required Texts:

Carruth and Goldstein (2014). Environmental Health Law. Jossey-Bass
Bardach E (2012). A Practical Guide for Policy Analysis (4th ed). Los Angeles: CQ Press
Fagin D (2013). Toms River. New York: Bantam

Other Readings:

Carson, R (1962). Silent Spring

Myers, M (2015). Occupational Safety and Health Policy .Washington, DC: APHA Press; 2015