



**DEPARTMENT:** Environmental Health  
**COURSE NUMBER:** 571    **CLASS NUMBER:** 001    **SEMESTER:** S 2019  
**CREDIT HOURS:** 2    **TIME:** 10:00-11:50am Thursday    **ROOM:** GCR 107  
**COURSE TITLE:** Global Environmental Health Policy: Power, Science and Justice

**INSTRUCTOR NAME:** Thomas Clasen  
**TA NAME:**

**INSTRUCTOR / TA CONTACT INFORMATION**

**EMAIL:** [tclasen@emory.edu](mailto:tclasen@emory.edu)

**PHONE:** Thomas Clasen: (404) 727-3480

**SCHOOL ADDRESS / OFFICE LOCATION:** CNR 2<sup>nd</sup> floor, Rm. 2009

**OFFICE HOURS:** By appointment

**BRIEF COURSE DESCRIPTION**

This seminar encourages students to explore the forces that influence the development of environmental health policy, particularly in low-income countries. Using a case-study approach that draws on the instructor's experience in international water, sanitation and household air pollution, the course examines the actors, their agendas and strategies, and the political, social, legal and economic systems in which they operate. Special emphasis is given to the role of power/politics and scientific evidence in environmental health policymaking. Readings, discussion and guest speakers also explore issues of equity and environmental justice.

**Rollins Competencies**

- Assess global forces that influence the health of culturally diverse populations around the world

**EH Competencies**

- Explain major policy issues in Environmental Health including regulatory frameworks

**GEH Competencies**

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization

**Certificate in WASH Competencies**

- Describe the multidisciplinary nature of WASH-related issues
- Recognize the role of policy in shaping the WASH landscape
- Identify entities working in the WASH sphere

## LIST LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

*By the end of the semester, students should be able to:*

- Develop an analytical framework for assessing global environment health policy
- Identify the major actors involved environmental health policymaking, their interests and agendas, sources of power, alliances and approaches
- Describe the role of science and scientists in shaping environmental health policy, and how empirical evidence is used, manipulated or ignored to advance policy interests
- Communicate clearly what 'environmental health justice' means and understand the role of policy and science in producing environmental health injustices
- Demonstrate how an analytical framework based on power, science and justice can be used to analyze a given environmental health policy issue

<b>MPH/MSPH Foundational Competency assessed</b>	<b>Assignments (see Evaluation below)</b>
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
<b>EH Program Competencies assessed</b>	<b>Assignments (see Evaluation below)</b>
Critique major global priorities and the reasons for their prioritization	Discussion questions Analytical summary Policy analysis
Explain major policy issues in environmental health including regulatory frameworks	Mid-term paper Policy analysis

## **EVALUATION**

**Class Participation (20%).** This course is a seminar. Active participation of all students is essential and attendance is mandatory. **Laptops and tablets may not be used during class.** Absences must be cleared with the instructors in advance. One or two students will sign up for and lead the discussion for each class session. For those sessions in which there is no guest speaker, the discussion leader will introduce the topic and summarize the readings (5-10 min), raise 2-3 questions for discussion, and invite classmates to raise their discussion questions. For those sessions with guest speakers, the discussion leaders will comment on the presentation, raise 2-3 questions for discussion, and invite classmates to raise their discussion questions.

**Discussion Questions (20%).** For each class session beginning January 24, students are required to prepare and bring to the beginning of each class (with a separate copy for the TA) 2 or more discussion questions based on the readings for that session. Up to 2 points for each session, subject to maximum of 20 points. **Note: 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.**

**Analytical Summary (15%).** Each student will prepare and submit a 3-5 page summary of the major themes covered in the first three class sessions—power, science and justice—that will be used as the basis for analyzing the case studies throughout the course. The summary will describe the major aspects of the themes and demonstrate their application using an example. Due before class session on February 7.

**“This is not just” Media Assignment (15%).** Inspired in part by MLK’s 1967 “A Time to Break Silence” speech as well as advice from Figueroa’s “Teaching for Transformation: Lessons from Environmental Justice” (2002), this assignment will use mixed-media to document EH injustice, as you see it. You are tasked with identifying an instance of EH injustice that you have witnessed and/or presently witness. You will turn in 1) a 2-3 minute audio recording of yourself explaining what, where, when and why you see this injustice and 2) a visual representation of the injustice in the form of a) video clip or b) a series of photographs. Submissions will then be pieced together into a documentary. Due February 21.

**Policy Analysis (30%).** Students will prepare a 10-15 page policy analysis of selected global environmental health policy 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 scientific evidence and how different sides of the policy debate are using and abusing the evidence. Finally, it will address the equity/justice issues presented. Proposed topics will be due on March 7. Once the instructor approves topic, an outline of the analysis will be due on March 28. Final document is due by the beginning of class on April

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](mailto: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](http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)

Date	Theme	Topic	Guest/ Activity	Reading (subject to change) and assignments due
Jan 17 <sup>th</sup>	Actors, evidence and equity: developing a framework for policy analysis	Introduction to course; historical and emerging actors and alliances in global environmental health policy		Biehl, Chap 1 Klein, Chap 6 <a href="#">Running List</a>
Jan 24 <sup>th</sup>		Role and manipulation of scientific evidence in environmental health policy		Oreskes, Chap. 6 Swartz article <a href="#">Politicization of science</a>
Jan 31 <sup>st</sup>		Equity and justice issues in environmental health policy; policy analysis		Walker, Chap. 3 Marmot, Chap Bardach, Part 1
Feb 7 <sup>th</sup>	Politics and economics of environmental health policy	Power and agenda setting	Richard Doner	TBA; Framework assignment
Feb 14 <sup>th</sup>		Job-killing environmental regulation?	Noah Scovronick	TBA
Feb 21 <sup>st</sup>		Citizen science, organization and activism	Frank J. Bove	TBA; this is not justice video
Feb 28 <sup>th</sup>	Environmental health and justice: US	Principles of environmental justice; this is not just		TBA
Mar 7 <sup>th</sup>		Environmental Justice—Flint Case Study	Patrick Breyse	TBA; policy analysis topic
<b>BREAK</b>				
March 21 <sup>th</sup>	Case studies: US Policy	Toms River		Fagin, <i>Toms River</i>
March 28 <sup>th</sup>		Toms River	Public Meeting	
April 4 <sup>h</sup>	Case studies—International policy	Climate change and international policy	Daniel Rochberg	TBA; policy analysis outline
April 11 <sup>th</sup>		World bank and NGO funding and policies	Negotiation	TBA
April 18 <sup>th</sup>	Environmental health policy and justice: international	Rights-based approaches to environmental health	Abdullahi Ahmed An-Na'im	African (Banjul) Charter on Human and Peoples' Rights Two papers by Abdullahi Ahmed An-Na'im
April 25 <sup>th</sup>		Eradication- and elimination-driven strategies; Guinea worm eradication campaign, trachoma control program	Kelly Callahan	Hopkins 2013 Callahan 2013 (GWD) Callahan 2013 (Trachoma) Biehl, Chap 8

## Reading List (subject to change)

Bardach E (2012). A Practical Guide for Policy Analysis (4<sup>th</sup> ed). Los Angeles: CQ Press

Fagin D (2013). Toms River. New York: Bantam

Klein, Naomi (2014). This Changes Everything, London: Simon & Schuster

Oreskes N, Conway EM (2010). Merchants of Doubt, Chaps. 5 and 6. New York: Bloomsbury Press

Biehl, JO & Petryna A (eds.) (2013) When People Come First. Princeton: Princeton University Press

Nixon, R. Slow Violence and the Environmentalism of the Poor. Harvard University Press.

Callahan K, Ogale YP, Palmer SL, Emerson PM, Hopkins DR, Withers PC Jr, Ngondi JM. Trachoma control as a vehicle toward international development and achievement of the millennium development goals. PLoS Negl Trop Dis. 2014 Sep 18;8(9):e3137.

Hopkins DR (2009). The allure of eradication. Global Health 3:14-17

Callahan K, Bolton B, Hopkins DR, Ruiz-Tiben E, Withers PC, Meagley K. Contributions of the Guinea worm disease eradication campaign toward achievement of the Millennium Development Goals. PLoS Negl Trop Dis. 2013 May 30;7(5):e2160.

Frumkin H, Hess J, Lubet G, Malilay J, McGeehin M. Climate change: the public health response. Am J Public Health. 2008 Mar;98(3):435-45.

Marinucci GD, Lubet G, Uejio CK, Saha S, Hess JJ. Building Resilience Against Climate Effects—a novel framework to facilitate climate readiness in public health agencies. Int J Environ Res Public Health. 2014 Jun;11(6):6433-58.

Lubet, G., K. Knowlton, J. Balbus, H. Frumkin, et al., 2014: Ch. 9: Human Health. Climate Change Impacts in the United States: The Third National Climate Assessment, J. M. Melillo, Terese (T.C.) Richmond, and G. W. Yohe, Eds., U.S. Global Change Research Program, 220-256. doi:10.7930/J0PN93H5.

Stern T (2014). Seizing the Opportunity for Progress on Climate  
<http://www.state.gov/s/climate/releases/2014/232962.htm>

NYT (2014). Obama's Strategy on Climate Change, Part of Global Deal, is Revealed  
[http://www.nytimes.com/2015/04/01/us/obama-to-offer-major-blueprint-on-climate-change.html?\\_r=1](http://www.nytimes.com/2015/04/01/us/obama-to-offer-major-blueprint-on-climate-change.html?_r=1)

Joint Monitoring Program (2014). Progress on Drinking Water and Sanitation, 2014 Update

Joint Monitoring Programme on Water and Sanitation. WASH SDG Proposals

Bartram J, Brocklehurst C, Fisher MB, Luyendijk R, Hossain R, Wardlaw T, Gordon B. Global monitoring of water supply and sanitation: history, methods and future challenges. *Int J Environ Res Public Health*. 2014 Aug 11;11(8):8137-65.

Schultz D (2009), [The Cochabamba Water Revolt and Its Aftermath](#) in Schultz & Draper (eds.), *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization*. Berkeley: University of California Press

UN General Assembly (2010). Report of the independent expert on the issue of human rights obligations related to access to safe drinking water and sanitation, Catarina de Albuquerque

Bundy DA, Walson JL, Watkins KL. Worms, wisdom, and wealth: why deworming can make economic sense. *Trends Parasitol*. 2013 Mar;29(3):142-8.

Garner P, Taylor-Robinson D, Sachdev HS. DEVTA: results from the biggest clinical trial ever. *Lancet*. 2013 Apr 27;381(9876):1439-41.

Freeman MC, Ogden S, Jacobson J, Abbott D, Addiss DG, et al. Integration of water, sanitation, and hygiene for the prevention and control of neglected tropical diseases: a rationale for inter-sectoral collaboration. *PLoS Negl Trop Dis*. 2013 Sep 26;7(9):e2439.

African (Banjul) Charter on Human and Peoples' Rights

Abdullahi Ahmed An-Na'im. From the Neocolonial 'Transitional' to the Indigenous Formations of Justice. *The International Journal of Transitional Justice*, Vol. 7, 2013, 197–204,

Abdullahi Ahmed An-Na'im . *Transcending Imperialism Human Values and Global Citizenship*. Tanner Lectures on Human Rights.