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
PHONE: Thomas Clasen: (404) 727-3480

SCHOOL ADDRESS / OFFICE LOCATION: CNR 2nd 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

<table>
<thead>
<tr>
<th>MPH/MSPH Foundational Competency assessed</th>
<th>Assignments (see Evaluation below)</th>
<th>EH Program Competencies assessed</th>
<th>Assignments (see Evaluation below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</td>
<td>Discussion questions</td>
<td>Critique major global priorities and the reasons for their prioritization</td>
<td>Discussion questions</td>
</tr>
<tr>
<td>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>Policy analysis</td>
<td>Analytical summary</td>
<td></td>
</tr>
<tr>
<td>Advocate for political, social or economic policies and programs that will improve health in diverse populations</td>
<td>Policy analysis</td>
<td>Policy analysis</td>
<td></td>
</tr>
<tr>
<td>Evaluate policies for their impact on public health and health equity</td>
<td>Mid-term paper</td>
<td>Explain major policy issues in environmental health including regulatory frameworks</td>
<td>Mid-term paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Policy analysis</td>
</tr>
</tbody>
</table>
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. 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)
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Guest/Activity</th>
<th>Reading (subject to change) and assignments due</th>
</tr>
</thead>
</table>
| Jan 17th | 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  
**Running List** | |
| Jan 24th | Role and manipulation of scientific evidence in environmental health policy | Role and manipulation of scientific evidence in environmental health policy | Oreskes, Chap. 6  
Swartz article  
**Politicization of science** | |
| Jan 31st | Equity and justice issues in environmental health policy; policy analysis | Equity and justice issues in environmental health policy; policy analysis | Walker, Chap. 3  
Marmot, Chap  
Bardach, Part 1 | |
| Feb 7th | Politics and economics of environmental health policy | Power and agenda setting | Richard Doner  
TBA; Framework assignment | |
| Feb 14th | Job-killing environmental regulation? | Job-killing environmental regulation? | Noah Scovronick  
TBA | |
| Feb 21st | Citizen science, organization and activism | Citizen science, organization and activism | Frank J. Bove  
TBA; this is not justice video | |
| Feb 28th | Environmental health and justice: US | Principles of environmental justice; this is not just | TBA | |
| Mar 7th | Environmental Justice—Flint Case Study | Environmental Justice—Flint Case Study | Patrick Breysse  
TBA; policy analysis topic | |
| March 21th | Case studies: US Policy | Toms River | Fagin, **Toms River** | |
| March 28th | Case studies: US Policy | Toms River | Public Meeting | |
| April 4th | Case studies—International policy | Climate change and international policy | Daniel Rochberg  
TBA; policy analysis outline | |
| April 11th | World bank and NGO funding and policies | World bank and NGO funding and policies | Negotiation  
TBA | |
| April 18th | 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 25th | Eradication- and elimination-driven strategies; Guinea worm eradication campaign, trachoma control program | 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)


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

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

Joint Monitoring Programme on Water and Sanitation. WASH SDG Proposals


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


African (Banjul) Charter on Human and Peoples' Rights
