DEPARTMENT: Environmental Health


IT HOURS: 2   TIME: 10:00-11:50am Thursday   ROOM: GCR L119

SE TITLE: Global Environmental Health Policy: Power, Science and Justice

INSTRUCTOR NAME: Thomas Clasen
TA NAME: Sabah Ghulamali

INSTRUCTOR / TA CONTACT INFORMATION
EMAIL: tclasen@emory.edu; sabah.qutbuddin.ghulamali@emory.edu
PHONE: Thomas Clasen: (404) 727-3480

SCHOOL ADDRESS / OFFICE LOCATION: CNR 2nd floor, Rm. 2037
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 and sanitation, 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 research and scientific evidence in environmental health policymaking. Readings, discussion and occasional 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

EVALUATION

Class Participation (20%). This course is a seminar. Active participation of all students is essential and attendance is mandatory. Absences must be cleared with the instructors in advance. 20 points maximum.

Discussion Questions (20%). For each class session beginning January 21, 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.

Discussion leader (10%). Each pair of 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 leader will contact the guest in advance to confirm arrangements, raise 2-3 questions for discussion, and invite classmates to raise their discussion questions.

“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 1-2 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 before March 17th class session. (More information will be provided during Feb 4th class session).

Policy Analysis (35%). Students will prepare a 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 by the beginning of class on March 3. Once the instructor approves topic, an outline of the analysis will be due on by the beginning of class on March 23. Final document is due by the beginning of class on April 21.

ACADEMIC HONOR CODE

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Guest</th>
<th>Reading (subject to change; check Blackboard)</th>
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</thead>
<tbody>
<tr>
<td>Jan 14th</td>
<td>Actors, evidence and equity; developing a framework for policy analysis</td>
<td>Introduction to course; historical and emerging actors and alliances in global environmental health policy</td>
<td>Biehl, Chap 1</td>
<td>Klein, Chap 6</td>
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<td>Jan 21st</td>
<td>Role and manipulation of scientific evidence in environmental health policy</td>
<td>Role and manipulation of scientific evidence in environmental health policy</td>
<td>Oreskes, Chap. 6</td>
<td>McGarity, Chap. 3</td>
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<td>Jan 28th</td>
<td>Equity and justice issues in environmental health policy</td>
<td>Equity and justice issues in environmental health policy</td>
<td>Walker, Chap. 3</td>
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<td>Feb 4th</td>
<td>Policy analysis</td>
<td>Policy analysis: objective and approaches; themes for analysis</td>
<td>TBA</td>
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<td>Feb 18th</td>
<td>Eradication- and elimination-driven strategies; Guinea worm eradication campaign, trachoma control program</td>
<td>Eradication- and elimination-driven strategies; Guinea worm eradication campaign, trachoma control program</td>
<td>Kelly Callahan</td>
<td>Hopkins 2013 Callahan 2013 (GWD) Callahan 2013 (Trachoma) Biehl, Chap 8</td>
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<td>Feb 25th</td>
<td>Alternative approaches to financing environmental health interventions</td>
<td>World Bank policies on water and sanitation</td>
<td>Eddy Perez</td>
<td>Schultz. Cochabamba UN Assembly Resolution</td>
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<td>March 3rd</td>
<td>Case study: chemical dumping in US</td>
<td>Pay for performance and the role of the private sector</td>
<td>Evan Thomas</td>
<td>Selected Chapters from Thomas et al.</td>
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<td>March 10th</td>
<td>BREAK</td>
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<td>March 17th</td>
<td>International and local perspectives</td>
<td>Toms River</td>
<td>Fagin, <em>Toms River</em></td>
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<td>March 24th</td>
<td>Sustainable development goals</td>
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<td>March 31st</td>
<td>Community organization and activism</td>
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<td>April 7th</td>
<td>Social determinants of health</td>
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<td>April 14th</td>
<td>Climate change and international policy</td>
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<tr>
<td>April 21st</td>
<td>Climate change and justice issues</td>
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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
