



EMORY

ROLLINS
SCHOOL OF
PUBLIC
HEALTH

DEPARTMENT: EH

COURSE NUMBER: EH-590R-3

SECTION NUMBER: 3496

CREDIT HOURS: 1

SEMESTER: Spring 2019

COURSE TITLE: Environmental Justice: Theory and Praxis

ROOM AND TIME: CNR 5001, 9:00 – 9:50 AM Fridays

INSTRUCTORS NAMES: Matt Gribble and Melissa Smarr

INSTRUCTORS CONTACT INFORMATION

EMAIL: matt.gribble@emory.edu

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SCHOOL ADDRESS OR MAILBOX LOCATION: CNR 2023, CNR 2037

OFFICE HOURS: By Appointment

COURSE DESCRIPTION

The goal of environmental justice is to create a world with socially and environmentally equitable outcomes, and a world wherein all have equal opportunity to participate in processes leading to evidence-based, positive policy. The *methods* of environmental justice are based on what is necessary for creating that space: engagement of communities and cultivation of capacity to understand and respond to environmental concerns; moral and empirically sound collaborations, which presuppose methodological rigor; and the focal goal of making a visible and positive difference for communities. This elective course will review intellectual contributions by community-based, anti-colonial and social theory leaders; frameworks for structuring and maintaining community ties; special ethical considerations for working with indigenous and other historically colonized communities; and will offer examples of environmental justice public health research.

Prerequisites: none

MPH/MSPH FOUNDATIONAL COMPETENCIES:

1. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
3. Describe the importance of cultural competence in communicating public health content.
4. Communicate audience-appropriate public health content, both in writing and through oral presentation.

CONCENTRATION COMPETENCIES:

1. Design environmental health programs, policies, interventions and/or research, intended to improve the health of individuals, communities, and populations.
2. Explain major policy issues in environmental health including regulatory frameworks.

EVALUATION:

1. Classroom Participation and In-Class Activities: **45%**
2. Weekly Writing Response: **20%**
3. Midterm Exam: **15%**
4. Final Research Paper Critique: **15%** for written assignment, **5%** for in-class presentation

Grading:

≥ 92 %	A	75 – 77 %	B
85 – 92 %	A-	70 – 74 %	B-
78 – 84 %	B+	50 – 69 %	C
		< 50 %	F

COURSE STRUCTURE:

This course is largely taught as a “flipped classroom” design – you are fully expected to come to class having carefully read the assigned materials, and fully prepared to engage in classroom activities.

ALL CLASS SESSIONS ARE MANDATORY AND INCLUDE A GRADED, PARTICIPATORY ACTIVITY.

Classroom Participation and In-Class Activities:

1. **In-class discussions** – you will be responsible for participating in discussions on the readings and lectures and interacting with the guest speakers.

Competencies addressed: (1) *Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels;* and (4) *communicate audience-appropriate public health content, both in writing and through oral presentation.*

2. **In-class role-playing/thought experiment exercises** – in these graded in-class activities, you will be rehearsing the process for collaborating with a community partner to develop a public health strategy responsive to that community partner’s concerns. We will emphasize issues of cultural competence.

Competencies addressed: (2) *Apply awareness of cultural values and practices to the design or implementation of public health policies or programs;* and (3) *describe the importance of cultural competence in communicating public health content.*

Weekly Writing Response:

We encourage you to engage deeply with all the readings. Each week you will provide a written response to one of the readings that you select. These writing assignments are intended to be introspective and their form and content can be fluid. We also will accept creative writing pieces (or other forms of artistic expression) as long as they are clearly related to engaging with the specifics of a particular reading. Cumulatively, these responses will be worth 20% of the final grade. These responses will be awarded full credit as long as it is clear what specifically in the reading is being responded to in the response. Generic responses that are not clearly tied to a specific component of the assigned reading will not be adequate. (For example: we do not want generic poems about “What is justice? Justice is a flower!” but you could read about ecofeminism and write an eco-womanist poem with an annotation of how your creative work specifically relates to the reading). Creative expression is one way to communicate public health content.

Competencies addressed: (1) *Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels;* and (4) *communicate audience-appropriate public health content, both in writing and through oral presentation.*

Midterm Exam:

This will include multiple choice, true/false, matching, and short answer sections, pertaining to key ideas regarding the philosophy and praxis of environmental justice. The short answer sections will allow us to assess your ability to discuss structural determinants of health and the importance of cultural competence.

Competencies addressed: (1) *Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels;* and (3) *describe the importance of cultural competence in communicating public health content.*

Final Research Paper Critique:

1. **Written assignment-** Critique of an environmental justice-themed research report (not one assigned as a class reading) based on considerations discussed over the semester (e.g., the nature of the problem; the community engagement model; the translational relevance; the evidence for “closing-the-loop”). This writing should also discuss how structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.
2. **In-class presentation of written assignment** – Present key components of your written critique in a brief presentation (3 minutes for presentations, 2 minutes for questions/discussions from classmates).

Competencies addressed: (1) *Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels;* and (4) *communicate audience-appropriate public health content, both in writing and through oral presentation.*

COURSE POLICIES

Please come to all class sessions on time and prepared - especially for the days when you will be meeting outside guests. **Failure to attend class entails a zero on that day's activity with no chance to make up the activity.** This is intended to convey the importance of showing up for a commitment – in the context of community work, almost nothing is more important than being consistent in delivering on commitments made to community partners. Failure to participate in a class team exercise is a very rough approximation to a public health practitioner's failure to attend a promised community meeting, or failure to meet a promised community deadline. This is a course in the theory and practice of environmental justice work. Central to the success of this course, and environmental justice work more generally, is the cultivation and maintenance of positive relationships with community partners. We are inviting several guests to visit our classroom and **it is critical that these guests be treated with the utmost courtesy and respect.**

We endeavor to provide an inclusive learning environment. To that end, we will begin the course by establishing "Ground Rules" for a safe discussion space of potentially sensitive topics, with a Google Doc soliciting the input of the students in the class. In the event that you experience any barriers to learning in this course, do not hesitate to contact your instructors 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 the instructors 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)

Course Textbook

There is no required textbook for this course.

Supplemental Reading: Christina L. Erickson (2018). Environmental justice as Social Work Practice. New York, New York: Oxford University Press.

COURSE CALENDAR (Note: topics and dates may be updated as the semester progresses)

Week	Date	Topic(s)	Assignment Due	Readings for Next Class
1	1/18	<p>What is Environmental Justice?</p> <p>Overview of syllabus, course administration, etc.</p> <p>Discussion and consensus on “Ground Rules” for a safe space for classroom discussions. We will leave the Google Doc open for additional editing by students in case students prefer to make their opinions known more discreetly.</p> <p>Lecture on the concept of Environmental Justice, as applied in the United States.</p>	<p><i>Please on day of, or prior to, the first session of class:</i></p> <p>President Clinton: Executive Order 12898 of February 11, 1994. Federal Actions to Address Environmental Justice in Minority and Low-Income Populations. Available at: https://www.archives.gov/files/federal-register/executive-orders/pdf/12898.pdf</p>	<p>Please read at least one selection from the following and complete the corresponding writing assignment:</p> <p>Huang H., Tornero-Velez R. and T.M. Barzyk. (2017). “Associations between socio-demographic characteristics and chemical concentrations contributing to cumulative exposures in the United States.” <i>Journal of Exposure Science & Environmental Epidemiology</i>. 27(6): 544-550.</p> <p><i>OR</i></p> <p>Casey J.A., James P., Cushing L., Jesdale B.M., and R. Morello-Frosch. (2017). “Race, Ethnicity, Income Concentration and 10-Year Change in Urban Greenness in the United States.” <i>International Journal of Environmental Research and Public Health</i>. 14(12).</p> <p><i>OR</i></p> <p>Dillon L., Walker D., Shapiro N., Underhill V., Martenyi M., Wylie S., Lave R., Murphy M., and P. Brown. (2017). “Environmental Data Justice and the Trump Administration: Reflections from Environmental Data and Governance Initiative.” <i>Environmental Justice</i>. 10(6): 186-192.</p>

2	1/25	<p>How Close is the United States to Achieving Environmental Justice?</p> <p><i>Guest - Brentin Mock, CityLab reporter, former Justice Editor for Grist (news website)</i></p> <p>Discussion about the readings and the status of EJ in the US; reporting of EJ issues in the United States.</p> <p><i>NOTE: At noon in CNR 1000, there will be another presentation by Brentin Mock on Communicating Environmental Justice. This is not part of the EH 590R course content, but you are invited to enjoy this event.</i></p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>Please read at least one selection from the following and complete the corresponding writing assignment:</p> <p>Habermas J. (1981). <i>Theory of Communicative Action Vol.1 Reason and the Rationalization of Society</i>, pages 75-142. “Relations to the world and aspects of rationality in four sociological concepts of action”, “The problem of understanding meaning in the social sciences.”</p> <p><i>OR</i></p> <p>(both of the following)</p> <p>Harvey D.C. (2016). “The precarious nature of environmental activism.” <i>Humanity & Society</i> 40(4):371-378.</p> <p>+</p> <p>Hubbard A.S. (1996). “The activist academic and the stigma of “community housework”.” <i>Sociological Imagination</i> 33: 73-87.</p> <p><i>OR</i></p> <p>Israel B.A., Schulz A.J., Parker E.A., and A.B. Becker. (1998). “Review of community-based research: assessing partnership approaches to improve public health.” <i>Annual Review of Public Health</i> 19: 173-202.</p> <p><i>OR</i></p> <p>Cordner A., Ciplet D., Brown P., and R. Morello-Frosch. (2012). “Reflexive research ethics for environmental health and justice: academics and movement building.” <i>Social Movement Studies</i> 11(2): 161-176.</p> <p><i>OR</i></p> <p>Wing S. (2005). “Environmental Justice, Science, and Public Health.” <i>Environmental Health Perspectives</i>. Special Issue:54–63.</p>
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3	2/1	<p>The “Ideal” Role of Practitioners in Environmental Justice</p> <p>Discussion of the role of a public health practitioner in the generation of actionable knowledge with and/or for communities.</p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>Please read at least one selection from the following and complete the corresponding writing assignment:</p> <p>Christens B.D. and P.T. Inezo. (2015). Widening the view: situating collective impact among frameworks for community-led change. <i>Community Development</i> 46(4): 420-435. <i>OR</i></p> <p>Mix T. L. (2011). "Rally the People: Building Local-Environmental Justice Grassroots Coalitions and Enhancing Social Capital." <i>Sociological Inquiry</i> 81(2): 174-194. <i>OR</i></p> <p>Wolff T. <i>et al.</i> (2016). Collaborating for Equity and Justice: Moving Beyond Collective Impact. <i>Nonprofit Quarterly</i>. Winter 2016 42-53.</p>
4	2/8	<p>Community Praxis</p> <p><i>Guest</i> – Sam Peters, Emory student, Atlanta Community Gardens</p> <p>Presentation and discussion of Collective Impact vs. Community Organizing.</p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>Please read at least one selection from the following and complete the corresponding writing assignment:</p> <p>Leung M.W., Yen I.H., and M. Minkler. (2004). "Community based participatory research: A promising approach for increasing epidemiology's relevance in the 21st century." <i>International Journal of Epidemiology</i> 33:499-506. <i>OR</i></p> <p>Israel B.A., Parker E.A., Rowe Z., Salvatore A., Minkler M., Lopez J., et al. (2005). "Community-based participatory research: Lessons learned from the centers for children's environmental health and disease prevention research." <i>Environmental Health Perspectives</i> 113:1463-1471. <i>OR</i></p> <p>Wing S., Horton R.A., Muhammad N., Grant G.R., Tajik M., and K. Thu. (2008). "Integrating epidemiology, education, and organizing for environmental justice: Community health effects of industrial hog operations." <i>American Journal of Public Health</i> 98:1390-1397. <i>OR</i></p> <p>Hoover E., Cook K., Plain R., Sanchez K., Waghiyi V., Miller P., et al. (2012). "Indigenous peoples of North America: Environmental exposures and reproductive justice." <i>Environmental Health Perspectives</i> 120:1645-1649.</p>

				<p><i>OR</i></p> <p>di Chiro G. (2008). Living environmentalisms: coalition politics, social reproduction, and environmental justice. <i>Environmental Politics</i> 17(2): 276-298.</p>
5	2/15	<p>Environmental Justice Across Public Health Disciplines & Intersectionality with Other Movements</p> <p>Discussion about synergies, incongruities, and issues when “EJ” advances other goals. Discussion of potential for public health research to assist or hinder environmental justice advocacy.</p> <p>Brief lecture on the intersectionality of EJ and reproductive justice.</p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>In preparation for the next class, please read:</p> <p>Hunter C.M., Lewis J., Peter D., Begay M.-G., and A. Ragin-Wilson. (2015). “The Navajo Birth Cohort Study.” <i>Journal of Environmental Health</i> 78(2):42-45.</p> <p>In addition, please read at least one selection from the following and complete the corresponding writing assignment:</p> <p>Guidry V. T., Lowman, A., Hall, D., Baron, D., and S. Wing. (2014). “Challenges and Benefits of Conducting Environmental Justice Research in a School Setting.” <i>New Solutions</i> 24(2): 153–170.</p> <p><i>OR</i></p> <p>Loh P. and J. Sugerman-Brozán (2002). "Environmental justice organizing for environmental health: Case study on asthma and diesel exhaust in Roxbury, Massachusetts." <i>Annals of the American Academy of Political and Social Science</i> 584: 110-124.</p> <p><i>OR</i></p> <p>McBride C. (2012). "Making Pollution Inefficient Through Empowerment." <i>Ecology Law Quarterly</i> 39(2): 405-438.</p> <p><i>OR</i></p> <p>McKendry C. and N. Janos (2015). "Greening the industrial city: equity, environment, and economic growth in Seattle and Chicago." <i>International Environmental Agreements: Politics, Law & Economics</i> 15(1): 45-60.</p>

6	2/22	<p>Spaces of Environmental Justice Action in the United States</p> <p><i>Guest</i> - Candis Hunter, CDC, National Center for Environmental Health, and US Public Health Service Commissioned Corps</p> <p>In-Class Group Activity: Students will participate in a role-playing exercise that allows them to think through a specific issue selected from a CBPR case study.</p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>Please read at least one selection from the following and complete the corresponding writing assignment:</p> <p>Fraser E.D.G., Dougill A.J., Mabee W.E., Reed M., and P. McAlpine. (2006). Bottom up and top down: Analysis of participatory processes for sustainability indicator identification as a pathway to community empowerment and sustainable environmental management. <i>Journal of Environmental Management</i>. 78(2): 114-127.</p> <p><i>OR</i></p> <p>Figuroa R.M. and G. Waitt. (2010). Climb: Restorative Justice, Environmental Heritage, and the Moral Terrains of Uluru-Kata Tjuta National Park. <i>Environmental Philosophy</i>. 7(2): 135-163.</p> <p><i>OR</i></p> <p>Bratman E.Z. (2014). Contradictions of Green Development: Human Rights and Environmental Norms in Light of Belo Monte Dam Activism. <i>Journal of Latin American Studies</i>. 46(2): 261-289.</p>
7	3/1	<p>Environmental Justice: Applications in Other Countries</p> <p><i>Guest</i> - Carla Roncoli, Emory Laney Graduate School</p> <p>Discussion of international examples of EJ. Discussion of any concepts that require clarification prior to exam.</p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>None (other than studying for the exam)</p>
8	3/8	MIDTERM EXAM	MIDTERM EXAM	MIDTERM EXAM
9	3/15	<p>SPRING BREAK. Optional, No-Credit Activity: Volunteer at a Voter Registration Drive or Community Event</p>		<p>Please watch video or read transcript prior to next class:</p> <p>Former EPA Administrator Gina McCarthy on Atlanta’s Proctor Creek Watershed: https://www.wabe.org/epa-chief-proctor-creek-environmental-health-atlanta/</p>

10	3/22	<p>Experiences in Environmental Justice:</p> <p><i>Guest</i> –Na'Taki Osborne Jelks, West Atlanta Watershed Alliance</p>	<p>Writing assignment on the homework video/reading <u>due at the start of class</u></p>	<p>Please read prior to next class:</p> <p>The U.S. EPA’s Environmental Justice Strategic Plan for 2016-2020</p> <p>https://www.epa.gov/sites/production/files/2016-05/documents/052216_ej_2020_strategic_plan_final_0.pdf</p> <p><i>(Recommended to read the entire strategic plan, but especially focus on Chapter 8: Community-Based Work).</i></p>
11	3/29	<p>Experiences in Environmental Justice:</p> <p><i>Guest</i> – Michael Burns, EPA Region 4 Office</p>	<p>Writing assignment on the homework reading <u>due at the start of class</u></p>	<p>Please read both prior to next class:</p> <p>Kelly <i>et al.</i> (2016). “Miami-Dade in Hot Water: Why Building Equitable Climate Resilience is Key to Public Health and Economic Stability in South Florida.” Center for American Progress: AmericanProgress.org</p> <p>Ruckart P.Z. et al. (2019). “The Flint Water Crisis: A Coordinated Public Health Emergency Response and Recovery Initiative.” <i>Journal of Public Health Management and Practice</i>.;25 Suppl. 1, Lead Poisoning Prevention: S84-S90.</p>
12	4/05	<p>Experiences in Environmental Justice:</p> <p><i>Guests</i> – Zelalem Adefris, Catalyst Miami; Candis Hunter, CDC, National Center for Environmental Health, and US Public Health Service Commissioned Corps</p>	<p>Writing assignment on one of the homework readings <u>due at the start of class</u></p>	<p>Please read this prior to next class:</p> <p>Campbell S.D. (2013). “Sustainable Development and Social Justice: Conflicting Urgencies and the Search for Common Ground in Urban and Regional Planning.” <i>Michigan Journal of Sustainability</i>, 1: 75-91.</p>
13	4/12	<p>Experiences in Environmental Justice:</p> <p><i>Guest</i> – Ciannat Howett, Director of Sustainability Initiatives, Emory University Office of Sustainability Initiatives</p>	<p>Writing assignment on the homework reading <u>due at the start of class</u></p>	<p>Please read prior to the next class:</p> <p>Flocks et al. 2018. Lessons Learned from Data Collection as Health Screening in Underserved Farmworker Communities. <i>Progress in Community Health Partnerships: Research, Education, and Action</i>. 12 (1S): 93-100.</p>

14	4/19	Experiences in Environmental Justice: <i>Guest</i> – Vicki Hertzberg, Emory University School of Nursing	Writing assignment on the homework reading <u>due at the start of class</u>	No readings, please work on your final written critiques and presentations.
15	4/26	PRESENTATIONS OF FINAL CRITIQUES <i>Please complete the course evaluations!</i>	WRITTEN FINAL CRITIQUES DUE AT THE START OF CLASS	