**DEPARTMENT:** Environmental Health

**COURSE NUMBER:** 571   **CLASS NUMBER:**  **SEMESTER:** Spring

**CREDIT HOURS:** 2   **TIME:** **ROOM:**

**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. 2037

**OFFICE HOURS:** By appointment

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**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.

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**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 22, 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 student will sign up for and lead the discussion for the first or second hour of 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 introduce the topic and the speaker (5 min), 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 3+ photographs. Submissions will then be pieced together into a documentary. Due before March 19th class session. (More information will be provided during Feb 5th 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 5. Once the instructor approves topic, an outline of the analysis will be due on by the beginning of class on March 26. Final document is due by the beginning of class on April 23.

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</th>
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<tbody>
<tr>
<td>Jan 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction</td>
<td>Introduction to course; fundamentals of policy analysis</td>
<td>Jean O'Connor</td>
<td>Bardach, pages 1-47 Chiriqui et al. 2011 Selected Excerpts</td>
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<tr>
<td>Jan 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Actors, evidence and equity: developing a framework for policy analysis</td>
<td>Historical and emerging actors and alliances in global environmental health policy</td>
<td>Biehl, Chap 1 Klein, Chap 6</td>
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<td>Jan 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Role and manipulation of scientific evidence in environmental health policy</td>
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<td>Oreskes, Chap. 6 McGarity, Chap. 3</td>
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<td>Feb 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Environmental justice; a framework for policy analysis</td>
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<td>Walker</td>
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<td>Feb 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Alternative approaches to disease control</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 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chemotherapy vs. environmental solutions: case study of deworming in schools</td>
<td></td>
<td>Matt Freeman David Addiss</td>
<td>Bundy - Worms, Wisdom and Wealth Garner - DEVTA Trial Addiss - Expert Commentary Freeman - WASH and NTDs</td>
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<td>Feb 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Alternative approaches to water and sanitation;</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 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Role of the private sector: point of use water treatment in low-income settings</td>
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<td>Wolf et al. (2009)</td>
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<td>March 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>BREAK</td>
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<td>March 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Case study: chemical dumping in US</td>
<td>Toms River</td>
<td>Dan Fagin</td>
<td>Fagin, <em>Toms River</em></td>
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<td>March 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>International goals and targets</td>
<td>Millennium development goals; case study of MD villages; sustainable development goals</td>
<td>JMP. WASH Update JMP. SDG Proposals Bartram et al.</td>
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<td>April 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Climate change</td>
<td>Overview of climate change and environmental health policy</td>
<td>George Luber</td>
<td>Frumkin et al.-Climate Change and Health Marinucci et al. Resistance Luber et al. Climate Change and US</td>
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<td>April 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Climate change and international policy</td>
<td></td>
<td>Daniel Rochberg</td>
<td>Stern T. US Dept State NYT. Obama’s Strategy</td>
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<td>April 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Human rights</td>
<td>Rights-based approaches to environmental health</td>
<td>Abdullahi Ahmed An-Na‘im</td>
<td>African (Banjul) Charter on Human and Peoples' Rights Two papers by Abdullahi Ahmed An-Na’im</td>
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<td>April 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Slow Violence</td>
<td>Environmental health initiatives in urban slums and in rural villages; inequalities; environmental justice</td>
<td>Nixon Chap 1-2</td>
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Reading List


NYT (2014). Obama's Strategy on Climate Change, Part of Global Deal, is Revealed
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
