Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
CPH 426/526 Topics in Environmental Justice
Fall 2019

Time: Tuesday and Thursday 1:00-2:15 PM

Location: Drachman Hall A118

Instructor(s) and Contact Information:
   Paloma Beamer, Ph.D.
   Pronouns: she, her, hers
   Drachman A223
   pbeamer@email.arizona.edu

Instructor Availability:
   Wednesday 10:00-11:45 AM (by appointment, sign-up sheet outside door)
   Expect email response time to be 24-72 hours

Teaching Assistant: Not Applicable

TA Office Hours: Not Applicable

Catalog Description: This course will provide an introduction to environmental justice concepts as they apply to public health. Issues relating to race/ethnicity, gender, social class, environmental policy and law will be used to critically examine environmental health disparities.

Course Prerequisites: Undergraduates-advanced standing, Graduate Students-none

Course Objectives and Expected Learning Outcomes:

- **Course Objectives** During this course students will:
   1. Articulate multiple theories of environmental justice and their own definition
   2. Examine institutional processes impacting race, class and the environment
   3. Critically evaluate environmental scenarios to assess for disproportionate impact on certain populations
   4. Identify and define the roles of key stakeholders in environmental problems
   5. Analyze government, community and legal responses to environmental injustices
   6. Describe and discuss real cases of environmental justice and their impact on health from the local to the global context

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• **Undergraduate Learning Domains**
  1. The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
  2. The ability to locate, use, evaluate and synthesize public health information

• **Undergraduate Cross-Cutting Concepts and Experiences**
  1. Advocacy for protection and promotion of the public’s health at all levels of society
  2. Community dynamics
  3. Critical thinking and creativity
  4. Cultural contexts in which public health professionals work
  5. Ethical decision making as related to self and society
  6. Organizational dynamics
  7. Systems thinking
  8. Teamwork and leadership

• **Graduate Student Learning Outcomes (Competencies Obtained):**
  1. Interpret results of data analysis for public health research, policy or practice (MPH Foundational Competency 4)
  2. 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 (MPH Foundational Competency 5)
  3. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (MPH Foundational Competency 6)
  4. Communicate audience-appropriate public health content, both in writing and through oral presentation (MPH Foundational Competency 14)
  5. Apply systems thinking tools to a public health issue (MPH Foundational Competency 17)
  6. Recognize and classify the major types of chemical, physical and biological exposure agents capable of inducing disease in the public. (MPH-EOH Competency 1)
  7. To demonstrate fundamental knowledge of the principles of environmental health sciences and be able to apply them. (MS-EHS Competency 1)
  8. To demonstrate knowledge of local, federal and state regulatory programs. (MS-EHS Competency 5)
  9. To develop effective written and oral communication skills. (MS-EHS Competency 8)
  10. To exhibit a comprehensive knowledge of the principles of environmental health sciences. (PhD-EHS Competency 1)
  11. To develop expertise in an environmental health science subspecialty. (PhD-EHS Competency 3)
  12. To develop effective external written and oral communication skills for use with the public, (PhD-EHS Competency 6)

**Course Website:** http://d2l.arizona.edu

**Course Notes:** Lecture notes will be provided on d2l. May not be a duplicate of slides that are used in class.

**Required Texts or Readings:** Course readings will be provided on d2l.

**Required or Special Materials:** None.

**Course Requirements:** You are expected to be an active learner and should come to classes prepared and having completed all the readings posted on d2l. We will spend most of the class time engaged in small group
discussions, lecture as necessary, and analyzing environmental justice case studies. You should be prepared to respond to questions in class and participate in class discussions. You should submit assignments on time. During your classmates’ or guest lecture presentations you are expected to be an active listener and participant and to not use your laptop or other electronics.

You should expect to spend 3-4 hours on course work for each unit of credit. Thus, for a 3-credit class, plan to spend approximately 8-11 hours per week outside of class.

**Grading Scale/Student Evaluation and Policies:**
The grading system for this course is based on the following items. Grading criteria for each metric is given with assignments.

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th></th>
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<tbody>
<tr>
<td>Participation:</td>
<td>(60)</td>
</tr>
<tr>
<td>Questions:</td>
<td>(30)</td>
</tr>
<tr>
<td>Leading small group discussion:</td>
<td>(10)</td>
</tr>
<tr>
<td>Editorials:</td>
<td></td>
</tr>
<tr>
<td>3 at 30 pts each**</td>
<td>(90)</td>
</tr>
<tr>
<td>Case Study Report and Presentation:</td>
<td>(150)</td>
</tr>
<tr>
<td>Final Term Paper:</td>
<td>(150)</td>
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<tr>
<td>Point total =</td>
<td>490</td>
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**Note:** If you turn in more than 4, the lowest scores will be dropped. **You can turn in an additional editorial for extra credit.**

Graduate students will be expected have greater depth and integrate more complex topics to demonstrate greater critical thinking in their classroom participation and editorials. Graduate students will also be expected to write longer and more complex final papers, as well as have additional meetings with the course instructor regarding their final term paper project, as stated under the course requirements. Rubrics for editorials and final term papers will differ between undergraduate and graduate students. Graduate students will complete at least two case studies and 4 editorials.

<table>
<thead>
<tr>
<th>Graduate Students</th>
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<tbody>
<tr>
<td>Participation:</td>
<td>(60)</td>
</tr>
<tr>
<td>Questions:</td>
<td>(30)</td>
</tr>
<tr>
<td>Leading small group discussion:</td>
<td>(10)</td>
</tr>
<tr>
<td>Editorials:</td>
<td></td>
</tr>
<tr>
<td>4 at 30 pts each**</td>
<td>(120)</td>
</tr>
<tr>
<td>Case Study Report and Presentation:</td>
<td></td>
</tr>
<tr>
<td>(2 at 150 each)</td>
<td>(300)</td>
</tr>
<tr>
<td>Final Term Paper:</td>
<td>(150)</td>
</tr>
<tr>
<td>Point total =</td>
<td>670</td>
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</tbody>
</table>

**Note:** If you turn in more than 5, the lowest scores will be dropped. **You can turn in an additional editorial for extra credit.**

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)
Final grades will be based on the following relative point system:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>441-490</td>
<td>603-670</td>
</tr>
<tr>
<td>B</td>
<td>75%-89%</td>
<td>368-440</td>
<td>503-602</td>
</tr>
<tr>
<td>C</td>
<td>65%-74%</td>
<td>319-367</td>
<td>436-502</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 65%</td>
<td>&lt;318</td>
<td>&lt;435</td>
</tr>
</tbody>
</table>

The instructor may revise the scale in writing as necessary during the course of the semester and the new updated syllabus will be provided on d2l.

**Late Assignment and Make-up Policy:** All assignments must be submitted in hard copy format to be graded. Assignments, with the exception of editorials, should be submitted to Dr. Beamer’s office by 5 pm on the due date. Any late assignments will be graded down 10% per day that it is late. An assignment is considered one day late if it is submitted after 5 pm on the due date. Editorials are due at the start of class on Tuesday of each week. Questions are due at 5 pm on Sunday and will not be accepted late. The final term paper will not be accepted late.

**Plagiarism:** What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Any type of academic misconduct can result in a grade of zero for the assignment.

**Required assignments, papers and projects:**
Students will be required to submit a minimum of 3 (4 for graduate students) editorials, a term research paper, a case study paper and accompanying presentation (2 for graduate students). Students will be graded on course participation, questions from the reading, and leading small group discussions. There are no examinations for this class. The final term paper will be accepted in lieu of a final exam and is due the last day of class.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>Editorial*</td>
<td>Submitted on 3 Tuesdays of student’s choice</td>
<td>3 at 30 points each</td>
</tr>
<tr>
<td>Case Study*</td>
<td>Date assigned</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>Every class period</td>
<td>30 at 2 points each</td>
</tr>
<tr>
<td>Reading Questions</td>
<td>Every Sunday</td>
<td>15 at 2 points each</td>
</tr>
<tr>
<td>Leading small group discussion</td>
<td>Two dates as assigned</td>
<td>2 at 5 points each</td>
</tr>
<tr>
<td>Term Research Paper</td>
<td>December 10, 2019</td>
<td>150</td>
</tr>
</tbody>
</table>

*Graduate students are required to do an additional editorial and case study for an additional 30 and 150 points, respectively.

**Editorials** are brief (no more than 800 words) in response to the readings. These editorials should include a thesis supported by multiple arguments and points with evidence from the readings. Check out this resource for a basic structure: [https://www.theopedproject.org/oped-basics/](https://www.theopedproject.org/oped-basics/). This may be related to what the student believes.
are the most important aspects of the readings as well as reactions, critiques, disagreements, and/or questions. Students can select which week’s readings they choose to respond to, but the papers need to incorporate all the readings for that week and are due at the beginning of class on Tuesday. Up to one additional editorial may be submitted for extra credit. Students can submit more than the minimum required number of editorials, and only those with the highest grades will be included in the final grade. (MPH Foundational Competency 14, MS-EHS Competency 8, PhD-EHS Competency 6)

In the second half of the semester, students will analyze and assess pre-assigned case studies of environmental justice. They will provide a 20-30 minute in-class presentation and aid in leading that day’s discussion. They will also provide a 5-7 page report (12 point font, one inch margins, double spaced) to summarize their case study. Case studies will be determined during Week 3. Graduate students will perform two case studies. (MPH Foundational Competency 14, MS-EHS Competency 8, PhD-EHS Competency 6, MPH Foundational Competency 4, MPH Foundational Competency 5, MPH Foundational Competency 6, MPH Foundational Competency 17, MPH-EOH Competency 1, MS-EHS Competency 1, MS-EHS Competency 5, PhD-EHS Competency 1)

A 7-9 page (for undergraduates) or a 10-12 page (for graduate students) term paper on a topic and degree of complexity to be determined in conjunction with the professor. Graduate students will be required to have additional meetings with the professor. The written assignment will be completed in three stages with due dates as noted: (1) brief 250-word description of the topic (Due Week 6); (2) annotated bibliography (Due Week 13, see https://guides.library.cornell.edu/annotatedbibliography for guidance) and (3) final paper (Due last day of class). Similar to the editorials, each paper should have a thesis supported by at least three arguments. Peer-review articles and other important documents and sources should be used to support the arguments. Undergraduates should have a minimum of 15 references and graduate students should have a minimum of 30 references, with at least half being peer-reviewed citations. (MPH Foundational Competency 14, MS-EHS Competency 8, PhD-EHS Competency 6, MPH Foundational Competency 4, MPH Foundational Competency 5, MPH-EOH Competency 1, MS-EHS Competency 1, PhD-EHS Competency 1, PhD-EHS Competency 3)

Students will be awarded between 0-2 points per for submitting at least two questions about the readings each week. Points will be assigned as follows: 0=student did not submit any question; 1=student submitted 2 questions; or 2=student submitted 2 questions that will require critical thinking and/or advanced analysis of the topic to analyze. Questions are due by 5 pm on Sunday.

Students will be awarded between 0-5 points for leading the weekly small group discussions. Points will be assigned be on how well the student engages all the students in their group in the discussion.

Students will be awarded between 0-2 points for in class participation: 0=student did not attend class or did not complete the readings; 1=student rarely contributes to the class discussions; or 2=student actively contributes to the class discussion and indicates a more advanced analysis of the topic.

Identify the date and time of the final exam (or project due date), with links to the Final exam regulations: http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10

Required extracurricular activities: None

Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students. You should also check the d2l website frequently for

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updates and announcements. Consider setting your account in d2l to forward all messages to your UA email account. They are not automatically linked.

**UA Smoking and Tobacco Policy:**
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

**University Course Policies:** (please see the following URL):
[https://academicaffairs.arizona.edu/syllabus-policies](https://academicaffairs.arizona.edu/syllabus-policies)

**Pronoun Guideline:** It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

**Notification of Objectionable Materials:** This course may contain content that may be upsetting to some students. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. [http://gened.arizona.edu/content/course-syllabus-guidelines](http://gened.arizona.edu/content/course-syllabus-guidelines)

**Accessibility and Accommodations:**
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/students](http://drc.arizona.edu/students)

**Code of Academic Integrity:**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

**Classroom Behavior:**
Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting)

Please limit computer use during class, unless it is absolutely necessary. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor. Cell phones, laptops, tablets and other electronic devices should not be used during classmates’ presentations or during guest lectures.

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Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

Nondiscrimination and Anti-Harassment Policy:
The University of Arizona is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course and Environmental Justice Concepts</td>
</tr>
<tr>
<td>2</td>
<td>Regulation, Risk and Exposure to Environmental Toxins and Hazards</td>
</tr>
<tr>
<td>3</td>
<td>Race and Evolution of the Environmental Justice Movement</td>
</tr>
<tr>
<td>4</td>
<td>Historical and Current Environmental Policies</td>
</tr>
<tr>
<td>5</td>
<td>Environmental Justice: Definitions and Principles</td>
</tr>
</tbody>
</table>
| 6 | Analysis of Environmental Justice Claims  
*Final Paper Topic Due* |
| 7 | Government and Community Responses to Environmental Injustices |
| 8 | The Law and Environmental Justice |
| 9 | Developing a Framework to Assess Environmental Justice Case Studies |
| 10 | Environmental Justice in Tucson |
| 11 | Case Studies: Native American and African American Communities |
| 12 | Case Studies: Latinx and Asian American Communities |
| 13 | Case Studies: Workplace and Rural Communities  
*Annotated Bibliography Due* |
| 14 | Case Studies: Access to Natural Resources and Globalization |
| 15 | Case Studies: Climate Change and Genetic Engineering |
| 16 | Case Study: Border Communities and Course Conclusions  
*Final Term Paper Due* |
Reading List

**Week 1: Introduction to Course and Environmental Justice Concepts**  
Chang, Alvin. 2016. Living in a poor neighborhood changes everything about your life.  

**Week 2: Risk and Exposure to Environmental Toxins and Hazards**  
  - Chapter 3: How to Become a Statistic  
  - Chapter 4: How the Game is Played

**Week 3: Historical and Current Environmental Policies**  
  - Chapter 1: A Historical Framework for Environmental Protection, pp 1-36.  
  - Chapter 2 The Politics of Environmental Policy,  
  - Chapter 3 ‘Pick a Number’: Science, Politics, and Environment.

**Week 4: Race and Evolution of the Environmental Justice Movement**  

**Week 5: Environmental Justice: Definitions and Principles**  

**Week 6: Analysis of Environmental Justice Claims**  

**Week 7: Government and Community Responses to Environmental Injustices**  

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**Week 8: The Law and Environmental Justice**

**Week 9: Developing a Framework to Assess Environmental Justice Case Studies**

**Week 10: Environmental Justice in Tucson**
No Readings

**Week 11: Case Studies: Native American and African American Communities**

**Week 12: Case Studies: Latinx and Asian American Communities**

**Week 13: Case Studies: Workplace and Rural Communities**
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**Week 14: Case Studies: Access to Natural Resources and Globalization**


**Week 15: Case Studies: Climate Change and Genetic Engineering**


**Week 16: Case Study: Border Communities and Course Conclusions**