

Anthropology 4/6510: Health, Culture, and Environmental Justice Fall 2013

Manning Hall 320, W 5:30-8:30
Instructor: Dr. Kathryn Hicks
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Office hours: Monday 11:00 -2:00 pm, and by
appointment.

Course Description: Creation of health inequalities through socio-cultural forces that shape differential exposure to environmental hazards; basic concepts in cultural ecology and environmental health; anthropological approaches to understanding human biology; race and class as influences of disease risk in U. S. and global south; grassroots and community-based research efforts to combat environmental health inequalities.

Course Objectives:

1. To understand the relationship between discrimination based on race, class and environmental inequality, and health disparities.
2. To examine the history of the environmental justice movement and the strategies employed by activists.
3. To examine EJ struggles in Memphis by hearing from local activists.
4. To engage in basic research on EJ-related issues.

Required Readings

Auyero, Javier and Alejandra Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford: Oxford University Press.

Cole, Luke L. and Sheila Foster. *From the Ground up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: NYU Press.

Colten, Craig E. 2006. *An Unnatural Metropolis: Wrestling New Orleans from Nature*. New Orleans: LSU Press.

Corburn, Jason. 2005. *Street Science: Community Knowledge and Environmental Health Justice*. Cambridge: The MIT Press.

A few additional readings will be posted on ecourseware.

Assignments:

Attendance and participation (20%): In order to get full marks you should attend regularly, and actively participate in class discussions and activities. Most importantly, this involves doing the weekly readings in advance so that everyone benefits from class discussion. Undergraduate students will be required to complete 2 hours of service-learning to earn full participation points.

Reading assignments (30%): In advance of each weekly reading assignment I will post questions designed to help you pick out the important points and critically evaluate content. Undergraduates should answer two questions in around 300 words, and graduates and honors students three questions. Some of the questions will be based on understanding the material, and others will require you to think about the readings and come up with your own ideas. These questions will serve as a basis for class discussion.

I do not expect you to look for specific quotes or statements from the readings, but your answers should be based directly on what you have read. You can use some quotes to help support your points, but most of your answer should be in your own words. In addition, you are free to develop your own ideas and opinions, but you must be able to support your opinions with information from readings or lecture material. For example, if you think an author was particularly effective or ineffective at making their argument, be prepared to defend this point using specific examples.

The questions will be posted at least one week in advance, and you should submit your type-written answers to turnitin.com no later than 5:30 pm Wednesday afternoon. This is also your opportunity to submit additional questions whether for discussion or clarification. We will have a total of 12 weeks of reading, and each student will be responsible to submit answers for 8 weeks of your choice. You should still do the readings for the other weeks, and be prepared to discuss them. These assignments will be graded out of 10 points, and averaged to get your percent score. Just bear in mind that you can buy some time for busier weeks by starting early.

Current events presentation (10%): Each student will sign up to give a brief 10 minute presentation during one class session on a current event covered by the popular media. You may work on your own, or in a group. In the week leading up to your presentation you should pay attention to various news and popular media sites on current events related to environmental justice. You will bring the class up to speed on the issue, and lead a short discussion on how it relates to course content. You might focus on news stories about policy debates, environmental disasters, occupational health and safety, environmental justice organizing or anything else you think is important. You may even choose to discuss a commercial or advertising campaign. For example, you might discuss recent news reports on the ongoing fallout from the Fukushima nuclear disaster in Japan, or BP commercials about the Gulf Coast Recovery. You should give us a sense of the history of the event; the players involved etc. and pose one or two critical discussion questions for the class. I will ask group members to fill out a self and peer-evaluation in order to determine whether group members contributed equally

Position Papers (40 %): Students will write a short, persuasive essay on a specified topic and draw on course materials—readings, films and lectures—to support their position. I will give you the topic at least one week in advance. Undergraduate students will be required to write a 5-6 page paper, and graduate students 10-12. I will provide more information on these assignments in the second week of class.

Service-Learning Option

Undergraduate students can earn up to 3% in bonus points for 2 additional hours of work assisting with the South Memphis Farmers Market or Food Policy Council projects, and writing a 2-page reflective paper about your experience.

Honors Students

Students will complete six research hours and write a 10-page reflective paper about your experience, drawing on course readings and external sources. Additional instructions will be provided.

Graduate Students

Research Participation:

Students will conduct research associated with one or both of two projects. One is an assessment of corner stores throughout Memphis and Shelby County for the Food Policy Council, and the other is an Evaluation of the South Memphis Farmers Market (SMFM), implemented in 2010 as part of the participatory South Memphis Revitalization Action Plan. Both of these projects address issues of food justice. Students will begin by doing independent research on some aspect of food policy or food justice, and creating an annotated bibliography to share with the rest of the class. I will ask each of you to share some of the highlights of your research in a small-group discussion. Students will then conduct 12 hours of research on one of the projects, either individually or in pairs or small groups. Students may choose to conduct several corner store assessments, help with data collection at the SMFM (conducting interviews, interactive mapping, shopper counts etc.) or propose your own research to compliment one or both of these projects. A goal of the SMFM project is to better understand the food environment of South Memphis, and lived experience of residents as they negotiate it. Options include using the Corner Store instrument to conduct an assessment of all the corner stores in a defined area of South Memphis, conducting ethnographic interviews or observations at local grocery stores or conducting historical research on the food system in Memphis, or the retail history of South Memphis. Other proposals are welcome. We will discuss this in detail during a subsequent class.

Annotated Bibliography 10%: You will collect and read at least 4 scholarly articles related to food systems, food policy or food justice, and relevant to the two class projects. You should write a paragraph-long explanation of each paper, including what you think are some of the most important conclusions. This should not be a rewording of the abstract, but should reflect your own understanding and assessment of the paper, and its contribution to the literature. Each of you will discuss briefly what you think are some of most important general conclusions during class time. These bibliographies will be shared, to provide a list of potential sources for the final paper.

Final Paper 20%: Each student will draw on course readings and scholarly papers to reflect on their research experience. Your paper may take the form of a scholarly publication with background, methods, analysis and discussion sections. Alternatively, your paper may involve

more literature review and reflection on your experience and observations. Students should end with a discussion of important areas for future research. I will distribute detailed instructions during a subsequent class.

Graduate Breakdown

Attendance and Participation: 15%

Reading Assignments: 20%

Position Papers: 30%

Annotated Bibliography: 10%

Research Participation and Final Paper: 25%

Current Events Presentation: 5%

Course Policies:

1. I encourage you to come see me during office hours whenever you have questions about course material. I'm more than happy to talk through concepts or class policies with you, but I rely on you to seek me out.
2. This class will involve considerable small and large group discussion. Please be respectful of other students when making your points, and make sure that you refer to course readings and lecture to support your arguments.
3. I will not accept late exams and papers without a documented reason, or unless you come and speak with me in advance of the assignment. Late reading assignments will be docked 10% for every week past the deadline, starting the day after the due date.
4. Cheating or other academic misconduct will result automatically in failure in the course and notification of the Office of Student Judicial and Ethical Affairs. I encourage you to discuss the course material with other students, whether in-class or in study groups. Talking with others about the material helps you learn it better and come up with new ideas. When it comes to written assignments and exams, however, you must complete the work on your own, without collaboration with others, and without copying material from other students or published sources. Please note that letting others copy from you is also academic misconduct.
5. Each student needs to sign up for an account with [turnitin.com](https://www.turnitin.com), as all assignments will be submitted electronically to the turnitin drop box for this class. This is also where you will receive electronic comments on your assignments. Please use the information below to start your account.

Class: Health Culture and Environmental Justice

Password: HCEJ

6. Please be respectful of other students and your professor by listening while others are talking, keeping your cell-phone stowed until class breaks, and coming in quietly if you are late for class. The only purpose of these policies is to ensure that everyone who wants to listen and participate can do so without distraction.

Week	Dates	Topic	Reading and Discussion
1	Aug 28	Introduction	Welcome to ANTH 4510
2	Sept 4	Historical Development of Environmental Inequality and Regulation Guest Speaker on Corner Store Survey: Christian Mann	An Unnatural Metropolis 1-76 Grad and Honors Students: Licensing for Lettuce: A Guide to the Model Licensing Ordinance For Healthy Food Retailers
3	Sept 11	Environmental Justice; Memphis Toxic Tour with Rita Harris of the Sierra Club Board bus at 5:30	From the Ground Up 1-53 Braud et al. 2011. Residential Proximity to Toxic Release Sites and the Implications for Low Birth Weight and Pre-term Delivery. <i>Journal of Environmental Health</i> . 73(6). Jones et al. 2010. Metal Exposures in an Inner-City Neonatal Population. <i>Environment International</i> . 36. Grad and Honors Students: Hicks and Lambert-Pennington. 2013. An Evaluation of the South Memphis Farmers Market.
4	Sept 18	Environmental History Continued	An Unnatural Metropolis 77-185 Current events presentations start Graduate and Honors Annotated Bibliography Due
5	Sept 25	History and Logic of Environmental Justice Movement; Environmental Inequality	From the Ground up 54-165 Graduate and Honors Research Proposal Due
6	Oct 2	Principles of Environmental Public	Street Science 1-78

		Health Risk Assessment; Community-led Epidemiology	
7	Oct 9	Mapping and Spatial Analysis	Street Science 79-144 Mohai and Saha. Racial Inequality in the Distribution of Hazardous Waste: A National-Level Reassessment. <i>Social Problems</i> . First Position Paper Due
8	Oct 16	Community-led Epidemiology Continued	Street Science 145-218
9	Oct 23	Genes, Development and Environmental Health	Di Chiro. Producing “Roundup Ready” Communities? Human Genome Research and Environmental Justice Policy, in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i> . Ünüvar and Büyükgebiz. 2012. Fetal and Neonatal Endocrine Disruptors. <i>J Clin Res Pediatr Endocrinol</i> . 4(2). Heindel and Von Saal. 2009. Role of Nutrition and Environmental Endocrine Disrupting Chemicals During the Perinatal Period on the Aetiology of Obesity. 304(1-2).
10	Oct 30	International EJ Issues; Social Construction of Toxic Uncertainty	Flammable 1-80
11	Nov 6	Continued	Flammable 81-160
12	Nov 13	Global Warming and Climate Justice	Athanasίου and Baer. 2002. <i>Dead Heat: Global Justice and Global Warming</i> . Chapters 1-4.
13	Nov 20	Global Warming and Policy	Dead Heat chapters 5-9
14	Nov 27	Continued	No class: work on reading questions and projects
15	Dec 4	Conclusions	Barlow. <i>Blue Covenant: The Global Water Crisis and the Coming Battle for the Right to Water</i> . 1-101. Final Position Paper Due.

Finals Week			Graduate and Honors Papers Due.
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