

ENVIRONMENT, HEALTH AND COMMUNITY
2003-04
Winter Quarter Syllabus

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Office: Lab 1, Rm 2010

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** It's very important that you consult this syllabus often and bring it along to class. Because of our connections and collaborations with people in the region, our schedule will necessarily change as we work around other schedule demands. Our work winter quarter will in part focus on developments in the Legislature and in the community, which will require us to be attentive to an evolving and often quickly changing schedule. Sometimes we'll be visiting the legislature as a group, during class time. Other times, outside of our regular T-W-Th schedule, you may want to attend a session related to your interests and your work. (See below for information about getting on the Legislative listserv for committees of interest.) Please be attentive to changes as they emerge.

Winter program schedule:

Tuesday, 11- 4 or 5 ... Lab 2, Rm 2211

Wednesday, 10-1 ... Library Rm 2101

Thursday, 11-2:30 ... Library Rm 2101

Thursday, 2:30 – 4 or 5 ... Lab 2, Rm 2211

(We will decide on lunch and other breaks, as the schedule evolves around visitors, fieldtrips, program projects and such.)

This year-long group contract explores the complex, changing and sometimes elusive links between the environment, public health and the community. While students may join this program from a background and interest that is strongly focused in either environmental studies or health/development or community development, our work together as a group will be to examine and be involved in the connections between these. We will study scientific/clinical developments, public policy, industrial conditions, legal strategy, political participation and community life. Our attention will center on how environmental health is shaped and experienced at the community level, but we will be developing our analysis in view of regional, national and international conditions (from trade to global warming to militarism). The emergence of an environmental health movement and public interest science, linking professional and citizen, will be an essential area of our work. Throughout the year we will be guided by our consultation and collaboration with regional practitioners, analysts and activists, with students preparing for spring quarter team projects and/or internships (these might range

across such interests as the health of local food systems, environmental health and children, workplace health or fisheries and human health). Our work in class and in the broader community, and potentially through your projects, will be highly consultative and collaborative with people in fields related to health and environment; these include staff in public agencies, health care providers, activists, as well as representatives of such organizations as Collaborative on Health and the Environment, Institute for Children & Environmental Health, WA Toxics Coalition, Public Employees for Environmental Responsibility, patients rights groups and worker health advocates. It will be very important for you to make effective use of the connections developed through the program and as your work becomes more focused on individual/group projects.

LOOKING AHEAD TO SPRING: This quarter will be constructed around various individual or group (or linked) projects which we'll be developing over winter quarter, through project proposals, peer review and consultation with regional advocates and analysts. The spring schedule will be organized around a weekly workshop/plenary session that supports and draws on student-based interests and projects, as well as broadly integrative themes and skills.

Credits will be awarded in social science, public policy, environmental health issues and policies, global/regional/community studies, public health, research methods and project design.

Main Texts (available in the bookstore, some downtown at Orca Books):
(order of reading)

Our Stolen Future: Are We Threatening Our Fertility, Intelligence and Survival? A Scientific Detective Story, Theo Colborn, John Myers, Dutton Publishers, 1996.

Fateful Harvest: The True Story of a Small Town, a Global Industry and a Toxic Secret, Duff Wilson, Harper/Collins, 2001.

Pandora's Poison: Chlorine, Health & A New Environmental Strategy, Joe Thornton, MIT Press, 2000.

Protecting Public Health and the Environment: Implementing the Precautionary Principle, Carolyn Raffensperger & Joel Tickner (eds), Island Press, 1999.

There will also be selected readings on sustainability; thematic readings in small groups on such topics as regulatory/legal frameworks; community-based research, education and action; children/family/reproductive health; built environment, design and restoration; eco-spatial approaches, food/agriculture, international perspectives – as determined by emergent student interests and projects. We will also be making selected use of websearches, TESC government documents and law library, agency libraries, etc. as pertinent.

The core readings will be the focus of our readings Weeks 1-6. The rest of the quarter's readings will be selected and organized by the class.

Core readings will be augmented by articles, newsletters, journals, websearches and other resources. Some of these will be handed out in class, others will be on reserve. An evolving list of web resources will be on our website and you will want to be looking at this very steadily throughout the quarter.

ASSIGNMENTS/WORK:

- (1) Become familiar with the WA Legislature website. And sign up for the email messaging system that will alert you to hearings and meetings connected to your interests. General info go to www.leg.wa.gov. On the main page, you'll see District Finder. Find out what district you're in and who the legislators are. (This information could be very helpful as we plan for Lobby Day.) To sign up for committee notices, go to www.leg.wa.gov/wsladm/calendar.cfm and then go to subscribe. You can then sign up for committees of interest. I recommend these: House – Agriculture/Natural Resources, Appropriations, Fish/Ecology, Health Care; Senate – Agriculture, Land Use, Natural Resources/Energy/Water. Other ways to learn about the LEG on-line is via the organizations that work on environmental issues statewide – www.wecprotects.org (Washington Environmental Council), www.watoxics.org (Washington Toxics Coalition), www.pugetsound.org (People for Puget Sound).
- (2) Write 2 book analysis essays. I'll be recommending guide questions, but these can be of your own development. These essays are about 3-4 double-spaced, typed pages. You need to get reader feedback from someone in class, allowing you to re-draft the essays before you turn them in. These are due by the beginning of Week 7. But of course, it is advisable to work on these in connection to our focus in the classroom.
- (3) Fieldnotes/reflections. At the end of every week, you'll need to sketch out some observations/thoughts/questions re: some of the week's journeys – to the legislature, community meetings, websearches, library work, conversations and consultations. This page or so of writing can be quite exploratory in its portrayal of your work. Each end-of-week reflection will be brought to class on the following Tuesday and will help us shape our continuing work by opening the week's work with exchanges and discussions of the impressions, concerns and questions we are developing together. By week 10, you need to refine/edit/type 3 of these reflections and submit as part of your closing work for the quarter.
- (4) Project Proposal. Format and details will be distributed by Week 4. Draft Proposal, about 5-7 pages, will be due Week 7 and will be the focus of our discussions that week.
- (5) Final work – revised, enhanced proposal, in view of feedback, suggestions of commentators in class, the community, etc. This final written proposal/report will be the basis of our joint work during week 10.

WEEK-BY-WEEK: WORK, EVENTS, ETC.

*Typically there will be one book seminar a week, possibly two – dependent on interest, demands of the reading and other pulls on our time. We'll try to have the weekly seminar on Tuesday afternoon from @ 2:30 – 4/5, but this may change in relationship to events in the legislature and elsewhere.

WEEK ONE: January 6-8

READING: Our Stolen Future, thru Chapter 7 (pg 121); don't overlook Prologue.

To augment and update the book, go to www.ourstolenfuture.org and www.environmentalhealthnews.org Searching and analyzing these sites are especially important for those who've already read the book; we will be depending on you for informed updates.

1/6 Opening discussion, planning, exchange of ideas.

Mapping Risks, Mapping Remedies. Mapping Others. Emotional/Ethical Turf.

1/7 Orientation/film/discussion for new students. Everyone else invited, optional.

1/8 Human Rights and Environment – Sustaining the Big Picture.

Video: "Environmentalists Under Fire", presentation/discussion.

Prepare for morning session with exploration of HR/Env orgs – handout.

Afternoon seminar: Stolen Future, thru Ch 7.

SPECIAL EVENT: Saturday, January 10th, 10-3, Seattle, REI, 222 Yale Ave N (upstairs conference room) "Environmental Legislative Workshop". Optional fieldtrip, leaving 8:15 (bus circle) returning by 5. This is a good way to become informed and prepared for the legislative session. Organized by WA Environmental Council, with participation of many others.

www.wecprotects.org Bring a lunch and get in free. Otherwise, \$10.

WEEK TWO: January 13-15

LEGISLATIVE SESSION STARTS MONDAY, JANUARY 12TH.

READING: Our Stolen Future, rest of the book

1/13 Exchange and discuss weekly writing.

Overview/exploration of Public Health/EH System.

Discussion/preparation re: WA State Legislature.

View: film "Assault on the Male"

Afternoon seminar: Our Stolen Future

1/14 Film/discussion for new students. All invited, optional.

LEG viewing day for those interested.

1/15 Morning seminar: Our Stolen Future

Afternoon workshop: Exploring the Personal/Political Landscape

SPECIAL EVENT: Lobby Day, January 16th, American Civil Liberties Union. One focus is the proposal for a state-wide Anti-Patriot Act Resolution.

www.aclu-wa.org

WEEK THREE: January 20-22

READING: Fateful Harvest, whole book.

Go to www.safefoodandfertilizer.org

1/20 Exchange and discuss weekly writing.

Orientation to FH – food, fertilizer, farms, politics.

Seminar: FH, especially in preparation for Patty Martin's visit.

1/21 Anna Bachman – Environment, Health and War – Focus: Iraq

1/22 Patty Martin – on Safe Food & Fertilizer Campaign (11-2)

Possibly more discussion of FH and the SFF campaign.

If time permits – project planning, study circles.

WEEK FOUR: January 27-29

READING: Pandora's Poison, whole book.

1/27 Exchange and discuss weekly writing.

Prepare questions about Corporate Research, send to George Draffan in preparation for 2/10 workshop. www.endgame.org

Seminar: PP

1/28 Seminar: PP Overview of Clean Production, Labor/Neighbor strategies.

1/29 Class will observe/participate in "Citizens Lobby Day" from 9am through the mid/late afternoon. Location: Church on Capitol Way, across from Capitol Campus. Organized by People for Puget Sound, with participation from citizens from around the region and the state. www.pugetsound.org

SPECIAL EVENT: Tuesday, January 27th, 7-9, Seattle Art Museum, Environmental Health Lecture Series. Lecture #1: "A New View on Toxic Chemicals and How They Impact Our Health," John Peterson Myers.

Go to www.environmentalhealthnews.org Series organized by www.iceh.org

WEEK FIVE: February 3-5

READING: Precautionary Principle, selected articles

** This week we'll have reduced classtime in order to go to the Legislature on Tuesday & for new students to have faculty-student conferences. (These meetings to discuss how your work is going, your interests will likely be Tuesday & Wed afternoon, dependent on the Legislature's schedule.)

2/3 No regular class. Legislative sessions. Possibly, meetings for new students.

2/4 Writing exchange and discussion. Seminar on selections from Prec Principle

2/5 Day of Presence. Seminar on selections from PP. Workshop: Interviews.

WEEK SIX: February 10-12

READING: Precautionary Principle, selected articles

2/10 Corporate Research Workshop with George Draffan

2/11 Writing exchange/discussion. Seminar: PP

2/12 No regular class. Legislative sessions.

WEEK SEVEN: February 17-19

DRAFT PROPOSAL DUE ON TUESDAY, 2/17.

READING: selected articles on sustainability, environment, health, community.

2/17 Writing exchange/discussion. PROPOSAL PRESENTATIONS.

2/18 Short sustainability readings for discussion.

2/19 PROPOSAL PRESENTATIONS. Organize study circles, focused readings.

SPECIAL EVENT: Tuesday, Feb 17th, 7-9. SAM Lecture #2: "Pollution Gets Personal: Tracking Toxic Chemicals in our Bodies," Jane Houlihan

(Environmental Working Group). Go to www.ewg.org

SPECIAL EVENT: Thursday, February 19th. University of WA Continuing Education Conference "Pesticide Safety, Health & Medicine" Yakima.

<http://depts.washington.edu/pnash/news/2004ceconference/main.html>

WEEK EIGHT: February 24-26

READING/MEETINGS to be developed around student interests/projects, study circles. LEG watching. Possible workshops, as needed.

WEEK NINE: March 2-4

READING/MEETINGS around student interests/ projects. LEG watching.

SPECIAL EVENT: March 4-7, University of Oregon Law School, Public Interest Environmental Law Conference, "Rousing the Restless Majority" Optional fieldtrip. A premier conference and networking opportunity.

Go to www.pielc.org

WEEK TEN: March 9-11

READING: each project study circle will provide one short article for others to read.

FINAL PROJECT PRESENTATION, PLANNING AND LIFTOFF.

Mode and media to be determined --- scenarios, demonstrations, quizshows??

SPECIAL EVENT: Wednesday, March 10, 7-9. SAM Lecture #3:

"Breast Cancer: Are Environmental Toxins a Major Factor?"

Devra Davis, teacher/author, go to www.whensmokeranlikewater.com

Evaluation Week: March 15-18