



COURSE SYLLABUS

Environmental Justice EOHS 895 (PhD Section)

3 Credits
Fall 2024

Time and location	Room number TBD, Monday 6pm - 7:50 pm
Instructor	<p>Micaela Martinez, Ph.D. micaela.martinez@weact.org</p> <p>Cameron Clarke, MSc, MPP cameron.clarke@weact.org</p>
Drop-in student hours	I am available to meet with students during Zoom office hours {times TBD} for drop-ins as well as by appointment at other times.
Support resources	<ul style="list-style-type: none">• IT Resources and SPH Helpdesk• Library Services• Writing Assistance• Quantitative Tutoring• Counseling and Wellness Services• The Office of Accessibility Services• Healthy CUNY works with partners inside and outside of CUNY to promote well-being and a culture of health to foster the academic and life success of our students. Visit their website for more information about resources related to food security, mental health, sexual health, housing, COVID-19 and more.• Meet with a CUNY SPH Career Coach. For help making an appointment, email careerservices@sph.cuny.edu
Course description	<p>This course, taught by Dr. Micaela Martinez and Cameron Clarke from WE ACT for Environmental Justice, a Harlem-based environmental justice non-profit and community-based organization. This course explores the intersection of social justice, environmental issues, and public health through the lens of justice and equity. Students will learn the foundational concepts of environmental justice, emphasizing the disproportionate impact of environmental hazards on marginalized communities. Key topics include climate justice, environmental and public health policy, foundations of organizing and advocacy, green and blue space, and gentrification.</p>

	<p>The course combines data on environmental justice issues with community-driven approaches to address environmental challenges. Students will engage with case studies, community projects, and policy analysis to understand and develop solutions that promote just cities, health equity, and environmental sustainability.</p> <p><i>This 800-level section is for doctoral-level students, and includes an additional policy writing assignment as part of the course requirements</i></p>
Course prerequisites	None
Course format	In-person lecture, weekly write ups, and group work inside and outside of class.
Course readings and resources	<p>There are no required books for this course, scientific articles, reports, and book chapters will be provided as needed throughout the semester.</p> <p>Course textbooks are available for order through the School of Public Health Online Bookstore or available on reserve through the library, when the campus is open.</p> <p>If you require course materials in an alternative format because of a disability or disabling condition, please see the Accessibility section below and/or contact the Office of Accessibility Services accessibility@sph.cuny.edu.</p>
Additional reading and resources	<p>New York City Community Health Profiles: https://www.nyc.gov/site/doh/data/data-publications/profiles.page</p> <p>Climate Justice Economic Screening Tool: https://screeningtool.geoplatform.gov/en/#3/33.47/-97.5</p> <p>CDC EJ Index: https://www.atsdr.cdc.gov/placeandhealth/eji/index.html</p> <p>Environmental Justice NYC (EJNYC): https://climate.cityofnewyork.us/topic/environmental-justice/</p> <p>Additional resources will be provided throughout the semester.</p>

Program Competencies	Course Learning Objectives	Assessment Methods
<i>This course will help prepare us to:</i>	<i>What skills and knowledge we will strengthen through the course:</i>	<i>Competencies and course learning objectives that will be assessed as part of the following course assignments:</i>
<ul style="list-style-type: none"> • Discuss the history and principles of the environmental justice movement • CORE: Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels 	Understand the principles of environmental justice and their application to public health.	Weekly write-ups Weekly group assignment Final Project
<ul style="list-style-type: none"> • Describe how policies are enacted and implemented at the city, state, and federal, and transnational level • Understand the mechanisms by which environmental conflicts are managed at the local, state, national and global levels • Describe how environmental justice is addressed in public policies • Understand how policy contributes to exacerbating extreme heat and heat vulnerability among oppressed groups • Review federal and local emergency preparedness agencies and their roles/missions • CORE: Discuss the policy-making 	Analyze the impact of public policy on the environment and on marginalized communities.	Weekly write-ups Weekly group assignment Final Project

process, including the roles of ethics and evidence		
<ul style="list-style-type: none"> • Discuss climate change and describe its harmful environmental and health effects • Discuss the relationship between climate justice and environmental justice • Discuss climate displacement, migration, and adaptation • Define and discuss decarbonization and fossil fuel retrieval methods and identify potential areas of concern for environmental justice communities • CORE: Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings 	Evaluate and develop community-based strategies for addressing climate change and promoting climate justice.	Weekly write-ups Weekly group assignment Final Project
<ul style="list-style-type: none"> • Define open and green spaces and their relationship to environmental justice • Define and describe the urban heat island effect and its relationship to extreme heat and heat vulnerability • Understand urban planning, gentrification, redlining, planned shrinking, and related concepts and their relationship to environmental justice 	Investigate the intersection between the natural and built environment and public health.	Weekly write-ups Weekly group assignment Final Project

<ul style="list-style-type: none">• Describe sources of toxic chemicals and routes of exposure• Identify environmental injustice in the cosmetic/beauty industry• Understand the foundations of heat-related illnesses• Describe healthy indoor environments and the contributors to and detrimental effects of air pollution.• Define air pollution and understand the health impacts of criteria pollutants	Assess the risks and health impacts of toxic products, chemical, and non-chemical exposure in everyday life.	Weekly write-ups Weekly group assignment Final Project
<ul style="list-style-type: none">• Understand sustainable and equitable land use• CORE: Advocate for political, social or economic policies and programs that will improve health in diverse populations	Explore sustainable solutions and their benefits for urban communities.	Weekly write-ups Weekly group assignment Final Project
<ul style="list-style-type: none">• Define and describe the categories of emergencies and emergency plans• Discuss the intersection of environmental justice and emergency preparedness• Understand how to participate in community-centered emergency planning• CORE: Assess population needs, assets, and capacities that affect communities' health• CORE: Propose strategies to identify stakeholders and build coalitions and partnerships for	Develop strategies for community-driven solutions to address critical issues of environmental justice.	Weekly write-ups Weekly group assignment Final Project

influencing public health outcomes		
<ul style="list-style-type: none">• Understand the relationship between asthma, respiratory disease, and environmental justice in the Northern Manhattan context• CORE: Select quantitative and qualitative data collection methods appropriate for a given public health context• CORE: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate• CORE: Interpret results of data analysis for public health research, policy or practice• CORE: Advocate for political, social or economic policies and programs that will improve health in diverse populations	Learn how to engage in community-based research and advocacy to promote environmental justice.	Weekly write-ups Weekly group assignment Final Project

Course Assessments

Weekly Write-up Questions:

- What was the main concept/message you learned from the materials this week?
- Describe in two to three sentences why this topic is important.
- Were there any data presented?
- What was the main result from the data?
- Why is it important to consider this topic when imagining opportunities to develop a just city?

- If you had executive power and limitless resources to create one policy to address this issue, what would it be? (Be prepared to share this answer with the class next week)

Weekly Group Assignment:

TBD - weekly group assignments will require 1-2 hours of work outside of class each week

Final Group Presentation:

TBD - The Weekly Group Assignment will be used to build on a project/presentation that the group will deliver to the class at the end of the semester as the final group presentation.

PHD Section only - Research Proposal:

Write a short proposal (3 pages) on a research study that could be conducted that would directly inform a proposed NY State policy relating to climate, environment, and/or health.

Grading

We are here to help you succeed and learn as much as possible. Grades and deadlines are one way to help ensure that you have a successful learning experience and not designed to be punitive. You will want to turn in assignments by the deadline so that you can get timely feedback on your progress. In group work, deadlines are to help the whole group progress and move forward with the work. If you cannot meet a deadline, an extension may be possible.

The relative weight of each course component is as follows:

Assessment	Weight
Weekly Individual Assignments	25%
Weekly Group Assignment	25%
Final Group Presentation	25%
Research Proposal (PhD section only)	25%
	100%

The grading system for the CUNY SPH is as follows:

Letter Grade	Quality Point Value	Percentage
A+	4	97.5% - 100%
A	4	92.5% - 97.4%
A-	3.7	90.0% - 92.4%
B+	3.3	87.5% - 89.9%
B	3	82.5% - 87.4%
B-	2.7	80.0% - 82.4%
C+	2.3	77.5% - 79.9%
C	2	70.0% - 77.4%
F	0	<70%

Grade appeals

If a final grade needs to be re-assessed, we can explore that together. If you want to challenge an earned final grade for a course, please use the grade appeals process. Details about the academic appeals procedures can be found in the School's [academic policies](#) under the School's current catalog.

Withdrawal

If you feel that you may need to withdraw from this course, I and others in the school can help talk through your options. The [Academic Calendar](#) has all the deadlines to drop or withdraw from a course.

Grade of Incomplete

In the case of an emergency, we can work together to decide whether it makes sense to award a grade of incomplete. Our School's current catalog has official [academic policies](#).

Course Policies

Our goal is to create an environment where we can respectfully discuss differing opinions, while putting them into a broader social and public health context. Our commitment is to uphold an actively anti-oppressive classroom; specifically, antiracist teaching acknowledges that educational institutions have historically been sites of harm and emotional toll and promoters of white supremacy. Together we will consider how systemic oppression (such as racism, classism, sexism, heterosexism, ableism, xenophobia, or any other forms of intersecting oppressions) has impacted individuals, communities, and society. Through this process, our opinions may evolve as we become more informed. We are here to develop skills and ideas for resolving public health issues. We hope that together we can create a space for social transformation.

Attendance/Late Assignments:

- *We understand that you may have competing demands (caregiving, health issues, etc.) that prevent you from being able to attend class or complete*

assignments on time. Please let us know about any issues that arise and we can figure out a solution together.

Mutual Expectations:

- *Arrive on time and stay for the entire class*
- *Arrive prepared for class*
- *Communicate emergencies as soon as possible*

What do we expect of you?

- *Participating in the classroom creates a learning community where we all learn from each other. We encourage participation in each learning session where you share your experiences that are relevant to the course topic, whether they are professional or personal.*
- *Our primary way of communicating with one another outside of class will be email. Class announcements and supplemental materials will be posted online frequently.*
- *Because we discuss progress on assignments in class, it is important that we all stick to the timelines outlined in the syllabus.*
- *Please shut off your phone and other electronic devices during class. Research has shown that being interrupted by a mobile phone disrupts attention for more than ten minutes. Therefore, we request that you turn off notifications during class engagement time unless you have a compelling reason to keep them on.*
- *Nursing parents and quiet children are welcome in the classroom. If you need an accommodation due to caregiving responsibilities, please contact us so we can discuss.*
- *We're not perfect: please contact us with suggestions for how we can improve.*

What can you expect of us?

- *We will provide regular announcements, reminders, and suggestions via email,*
- *We will monitor, ask follow-up questions, and answer questions during in-class discussions.*
- *We will respond to emails in a timely manner, though generally not on weekends. If you do not receive a response to an email after 48 hours, please re-send it to ensure its delivery.*
- *We will grade and give feedback on assignments within 2 weeks of their submission.*

"Green" policies

To save paper, assignments will be submitted electronically and will be returned electronically. Suggestions for other adjustments to the course to reduce environmental impact are always welcome.

Accessibility

To request an accommodation because of a disabling medical condition, disability, or pregnancy and recovery, confidentially set up an account with the [CUNY SPH Office of Accessibility Services](#) (OAS). Then, before the start of every semester, email OAS with

your course number(s) and corresponding instructor name(s) to accessibility@sph.cuny.edu. Once you have set up an account with OAS and have informed the office that you are taking my course, implementation of some accommodations requires communication and an agreement between you and I, including for example, for group assignments. Information about your disability status will not be shared with me nor are you obligated to disclose it to me, I will only know what the accommodation is.

For [Religious Accommodations](#), contact the Associate Dean of Student Affairs & Alumni Relations, Lynn Roberts lynn.roberts@sph.cuny.edu.

For [Accommodations based on Status as a Victim of Domestic Violence, Sex Offense, or Stalking](#), contact Sahana Gupta, Title IX and ADA-504 Coordinator at sahana.gupta@sph.cuny.edu.

If you believe that an accommodation because of a disabling medical condition, disability, or pregnancy and recovery has not been appropriately determined or implemented and you wish to appeal the denial, contact Sahana Gupta, Title IX and ADA-504 Coordinator at sahana.gupta@sph.cuny.edu.

CUNY SPH follows the [CUNY Reasonable Accommodations and Academic Adjustments Policy](#). Requesting a Disability Accommodation or Academic Adjustment and for [Accommodations based on Pregnancy, Childbirth or a Related Medical Condition](#) (*Under [Title IX of the Education Amendments of 1972](#) students are also protected from sex-based discrimination, which includes pregnancy and recovery*). CUNY SPH complies with the CUNY [Policy on Equal Opportunity and Nondiscrimination](#) and [Policy on Sexual Misconduct \(Title IX\)](#). For more information, please see the [Equity, Diversity & Inclusion Policy and Compliance](#) webpage.

Academic integrity

CUNY regards acts of academic dishonesty (e.g. plagiarism, cheating on exams, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. CUNY is committed to enforcing the [Policy on Academic Integrity](#) and will pursue cases of academic dishonesty. Academic dishonesty can result in failing the assignment or even the course.

Course Schedule

Please see the [CUNY Graduate School of Public Health and Health Policy's Academic Calendar](#) for important dates including holidays and course drop/course withdrawal deadlines. I will change the "Last Updated" date on the header of the syllabus if a change is made to the readings or schedule.

Session	Date	Topics	Program Competencies	Assignments Due
1	Sept 2, 2024	College Closed - No Classes		
2	Sept 9, 2024	Introduction to Environmental Justice (lecture by: Micaela) & Group Assignments for the Semester	<ul style="list-style-type: none"> Define and describe environmental justice Discuss the history and principles of the environmental justice movement 	Weekly write-up and Weekly group assignment due Friday at midnight EST
3	Sept 16, 2024	Climate Change & Climate Justice (lecture by: Cameron)	<ul style="list-style-type: none"> Define climate change and describe its harmful environmental and health effects Define Climate justice and compare and contrast it with environmental justice Discuss climate displacement, migration, and adaptation 	Weekly write-up and Weekly group assignment due Friday at midnight EST
4	Sept 23, 2024	Policy and Environmental Justice (lecture by: Micaela & potential guest lecture)	<ul style="list-style-type: none"> Describe how policies enacted and implemented at the city, state, and federal, and transnational level Understand the mechanisms by which environmental conflicts are managed at the local, state, national and global levels Describe how environmental justice is 	Weekly write-up and Weekly group assignment due Friday at midnight EST

			addressed in public policies	
5	Sept 30, 2024	Foundations of Organizing & Advocacy(lecture by: Cameron)	<ul style="list-style-type: none"> Define organizing and the roles of the key players in grassroots organizing Understand the strategies and tactics of social movement organizations seeking environmental justice 	Weekly write-up and Weekly group assignment due Friday at midnight EST
6	October 7, 2024	Beauty Justice (lecture by: Micaela)	<ul style="list-style-type: none"> Describe sources of toxic chemicals and routes of exposure Review the detrimental effects of toxic products. Identify environmental injustice in the cosmetic/beauty industry 	Weekly write-up and Weekly group assignment due Friday at midnight EST
7	October 14, 2024	College Closed - No Classes		
8	October 21, 2024	Green and Blue Space (lecture by: Micaela)	<ul style="list-style-type: none"> Define open and green spaces and their importance to the environment and health Discuss how open and green spaces relate to environmental justice 	Weekly write-up and Weekly group assignment due Friday at midnight EST
9	October 28, 2024	Extreme Heat & Urban Heat Island: Policy (lecture by: Cameron)	<ul style="list-style-type: none"> Define and describe the urban heat island effect and extreme heat Define and describe heat vulnerability Understand how policy contributes to exacerbating extreme heat and heat vulnerability among oppressed groups 	Weekly write-up and Weekly group assignment due Friday at midnight EST

			<ul style="list-style-type: none"> Understand the types of heat-related illnesses 	
10	November 4, 2024	Healthy Homes (lecture by: Micaela)	<ul style="list-style-type: none"> Identify key components that make up healthy indoor environments. Describe the contributors to and detrimental effects of indoor air pollution 	Weekly write-up and Weekly group assignment due Friday at midnight EST
11	November 11, 2024	Health Disparities & Asthma (lecture by: Cameron) & Work on Final Group Assignment	<ul style="list-style-type: none"> Understand the relationship between asthma, respiratory disease, and environmental justice Describe the pathology and physiology of asthma Identify the risk factors for asthma exacerbations Understand the relationship between policy and asthma disparities 	Weekly write-up and Weekly group assignment due Friday at midnight EST
12	November 18, 2024	Air pollution & Community Air Monitoring (lecture by: Micaela and potential guest lecture) & Work on Final Group Assignment	<ul style="list-style-type: none"> Define air pollution and criteria pollutants Understand the health impacts of criteria pollutants Identify the primary sources of air pollution in northern Manhattan Understand the legislative environment for air quality in New York City 	Weekly write-up and Weekly group assignment due Friday at midnight EST
13	November 25, 2024	Community Action Plans: Lessons from Community Disaster Preparedness (lecture by: Cameron) & Work on Final Group Assignment	<ul style="list-style-type: none"> Define and describe the categories of emergencies and emergency plans Review federal and local 	Weekly write-up and Weekly group assignment due Friday at midnight EST

			<p>emergency preparedness agencies and their roles/missions</p> <ul style="list-style-type: none"> • Discuss the intersection of environmental justice and emergency preparedness • Understand how to participate in community-centered emergency planning 	
14	December 2, 2024	Decarbonization and False Solutions (lecture by: Micaela) & Work on Final Group Assignment	<ul style="list-style-type: none"> • Define and discuss decarbonization • Examine fossil fuel retrieval methods and potential areas of concern for environmental justice communities 	Weekly write-up and Weekly group assignment due Friday at midnight EST
15	December 9, 2024	Sustainable Land Use, Gentrification & Redlining (lecture by: Cameron) & Work on Final Group Assignment	<ul style="list-style-type: none"> • Define urban planning and discuss how it relates to EJ issues. • Define gentrification and discuss its impacts. • Define rezoning and discuss its impacts. • Define Planned Shrinkage and redlining • Understand sustainable and equitable land use 	Weekly write-up and Weekly group assignment due Friday at midnight EST
16	December 16, 2024	Group Final Presentations		Group Final Presentations