

VPH 555. Public Health, Sustainable Development and Gender in Global Context

Fall 2004

Wednesdays, 2:35-5:20

Poe Hall 529

Course co-coordinators

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Justification

Just as globalization has increased the complexity of agricultural practices around the world, so too it has increased the complexity of analyses of those practices. For the most part, the "simple" agrarian life is gone, replaced by the dynamics of national and multinational businesses operating within local, regional and international public policy and public health contexts. It is

critical that our students be exposed to the wide array of factors that both influence and are influenced by agricultural practices, including human health, regulatory policies and procedures, and cultural and natural environments. This course offers students an opportunity to explore these factors from a multidisciplinary and international perspective, drawing on debates in theory and research from the social and agricultural sciences. The syllabus was developed as part of the new Veterinary Public Health program. The program is designed to broaden the training of professional students in a variety of applications related to agriculture and represents a campus-wide effort across colleges and disciplines.

Overview

This course will examine the complex intersections of human health, public policy, and agriculture in the developing world, drawing on theory and research from international and interdisciplinary perspectives. The course is designed to promote informed discussion about the multiple international, national, and local contexts and concerns that shape the priorities and directions of public policy about agriculture and health. We will draw on publications from international and national sources, as well as non-governmental and local organizations.

In the last half of the twentieth century, many developing countries with agricultural-based economies formed regional and international trade agreements in an effort to promote economic stability, expansion, and fair trade. Structural adjustment policies offered these nations some relief from their existing large foreign debts but caused many to divert scarce national resources into developing the infrastructure necessary to compete in regional and international markets. Progress toward raising the standard of living and quality of life for the general population in these countries has proven elusive and uneven. Projections of population increases estimate that by the year 2025, 83% of the world's population will be concentrated in developing countries. Though Western scientific and technological solutions to problems in developing countries show promise, applying and integrating them in ways that are both effective and efficient depends on the cooperation of a network of stakeholders, including local, regional, national governments, scientists, public health professionals, landowners, and local advocacy groups. In addition, international trade agreements and policies can have an important influence. For instance, pharmaceuticals and pesticides banned in the developed world are sold to developing economies, leading to an increase in antibiotic resistance in animals and rendering agriculture commodities worthless for export due to high levels of contaminants. These products are nonetheless consumed by the local population with serious public health consequences. However, agricultural use of antibiotics play an important role in providing ample and inexpensive food supply and should be considered in the socio-cultural and political context of the developing economy in question. Though these trenchant problems affect everyone, access to economic and educational resources are not uniformly available to men and women. This course will encourage students to explore and examine the debates about these concerns, with an emphasis on developing understanding of the multiple perspectives on the intersection of human health and public policy in agriculture in the context of the global economy.

Books

Most readings for this course are available on e-reserves through the library. In addition, because they are useful primary and secondary works, we recommend you purchase two books. These are:

J. Turpin and L.A. Lorentzen (ed.). 1996. *The Gendered New World Order*. New York: Routledge. Paperback, \$24.95.

Rhoades, Robert E. (ed). 2001. *Bridging Human and Ecological Landscapes: Participatory Research and Sustainable Development in an Andean Agricultural Frontier*. Dubuque, Iowa: Kendall/Hunt Publishing Company. Paperback, \$41.00.

Readings

Course readings are on e-reserve unless otherwise indicated.

Objectives

The objectives of the seminar are to:

1. Provide a theoretical framework to approach issues of globalization, sustainable development, public health and gender equity;
2. Introduce basic concepts on trade and international aid and how these relate to sustainable development, public health and gender equity;
3. Expose the students to case studies that encompass sustainable development, health, and gender equity;
4. Assist students in the integration of interdisciplinary theory and research; and,
5. Inspire discussion, critical evaluation, and consolidation of information.

Requirements

This is a three-credit graduate level seminar that requires students to demonstrate their ability to distill and evaluate evidence and conclusions from diverse sources. Grading will be on a letter-grade scale of A+ through D- and F, for written and oral contributions as described below. Classes will be held once a week and last for two hours and thirty minutes. Students will be expected to attend all classes (unless they have an excused absence).

Grading:	<i>Class participation</i>	15%
	<i>Discussion leader</i>	15%
	<i>Midterm presentation and paper</i>	40%
	<i>Final project</i>	30%

For NC State University policy on grading, see:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.13.php

Class participation—Assigned readings will be discussed in class and all students are expected to read the materials and participate in class discussion. Students' participation grade (15%) will be based on attendance and demonstrated knowledge of the readings.

Discussion leaders—Each week's discussion will have a student (or students) responsible for summarizing the readings and leading a discussion (15%). We encourage discussion leaders to draw on their background expertise and experience, with attention to learning how to work across disciplinary boundaries. This component of students' grades will be evaluated based on the adequacy of their synthesis of the material in an oral summary and informed facilitation of an accurate, coherent, and cohesive discussion for that week. We will provide students with an opportunity to volunteer to lead discussions on topics or articles of particular interest and relevance to them. At the beginning of each session, the discussion leader(s) will briefly evaluate the readings, pointing out articles' strengths, limitations, and key issues.

Midterm presentation and paper—Seminar participants will develop and present a critical review of trade agreements, non-governmental organizations, or international agencies from the

perspectives developed in the course on the intersection of international development, sustainable agriculture, public health and gender equity (40%). Students may focus on one program from one agency or provide a general overview of how the agency operates. Evaluation will be based on students' ability to describe and define (both orally and in writing) an issue at the intersection of course topics, their thoroughness in identifying relevant scholarly sources, and their skill in representing the (sometimes) conflicting positions of multiple stakeholders.

Final project—Students may elect to write a proposal for research or prepare a case-study from the list of suggestions provided by course faculty (30%). Topics must be approved by course faculty. The projects will be evaluated based on the demonstrated integration of course themes, coherence of purpose and scholarly merit, and knowledge of relevant empirical literature.

Policies and Procedures

Our policies in regard to attendance, academic integrity, and discrimination, are as follows.

Attendance and class participation. Full attendance and participation are required. Students who must miss class due to an unavoidable and necessary health concern or family medical crisis should explain their absence in writing and make arrangements to complete assignments on a revised schedule. Attendance will be taken regularly.

Academic integrity. The learning activities in this course are designed to promote discussion among students as peer educators. We understand and expect that students may work together outside of class, but graded course work must be done independently unless joint projects are explicitly approved by the instructors. We understand and expect all students to follow the university's honor pledge: "I have neither given nor received unauthorized aid on this test or assignment." For the full text, see the Code of Student Conduct at http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html.

Policy on Teaching and Learning Practices. This course is in part designed to foster dialog about how a wide variety of national and international policies and practices promote social inequalities. Full participation in this course requires your willingness to (1) read the material, (2) share your reactions and experiences as well as (3) show respect for others' perspectives and experiences. It is our job to create a classroom environment in which you feel fully included. Please alert us if you have concerns about the course content or classroom culture as the semester progresses. In addition, we will make every effort to accommodate students who have special needs due to physical disabilities. For university policy, see http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html

Schedule

August 18. Introductions and overview.

Part 1. The Basic Issues

August 25. Concepts and definitions

- Globalization and Trade: Zepeda, C., Salman, M., & Ruppanner, R. International Trade, Animal Health and Veterinary Epidemiology: Challenges and Opportunities, *Preventive Veterinary Medicine* 48 (2001): 261-71.
- Sustainable Development: World Health Organization. *Health and Sustainable Development: Report of the Secretary-General* (United Nations, Economic and Social Council, March, 2001).
- Gender Equity: Connell, R.W. Chapter 1: The Question of Gender, and Chapter 6: Gender on the Large Scale, in Connell, R.W., *Gender* (Cambridge, U.K.: Polity, 2002), pp. 1-11 and pp. 97-114

September 1. Globalization, multilateral institutions, and international trade

Benería, Lourdes & Lind, Amy. Engendering International Trade: Concepts, Policy, and Action. (Cornell University, 1995). Available at: <http://www.ifias.ca/GSD/Beneria.html>

Chen, Lincoln & Berlinguer, Giovanni. Health Equity in a Globalizing World in *Challenging Inequities in Health: From Ethics to Action*, eds. T. Evans et al. (New York: Oxford University Press, 2001), pp. 35-44.

Williams, Dawn. Imbalances, Inequities and the WTO Mantra. Prepared for Development Alternatives with Women for a New Era (DAWN) for the World Trade Organization Fourth Ministerial Meeting in Doha, Qatar, November 9-13, 2001.

Çağatay, Nilüfer. Trade, Gender and Poverty. Part of the Trade and Sustainable Development Project (New York: United Nations Development Program, 2001).

September 8. Linking sustainable development, gender equity and public health in the context of the global economy: Naming the issues, influences, and perspectives.

Shahi, Gurinder, Levy, Barry, Louis, Garrick, Binger, Al, Kjellstrom, Tord, & Lawrence, Robert. The Environment-Development-Health Interface in *International Perspectives on Environment, Development, and Health: Toward a Sustainable World*, eds. G. Shahi, B. Levy, G. Louis, A. Binger, T. Kjellstrom, & R. Lawrence, (New York: Springer Publishing Company, 1997), pp. 3-20.

Rodriguez-Garcia, Rosalia. Health, Economics, and Development: Working Together for Change in *International Perspectives on Environment, Development, and Health: Toward a Sustainable World*, eds. G. Shahi, B. Levy, G. Louis, A. Binger, T. Kjellstrom, R. Lawrence, (New York: Springer Publishing Company, 1997), pp. 585-609.

Boserup, Ester. Economic Change and the Roles of Women, from *Economic and Demographic Relationships in Development* (Baltimore: Johns Hopkins University Press, 1990), pp. 133-53.

Fisher, Julie. Sustainable Development and Women: The Role of NGOs, ch. 6 in *The Gendered New World Order*, eds. J. Turpin and L.A. Lorentzen (New York: Routledge, 1996), pp. 95-111.

September 15. Linking sustainable development, gender equity and public health in the context of the global economy: Refining the approaches, narrowing the focus.

Charlton, Sue Ellen M. Chapter 6: Income Generation. In *Women in Third World Development* (Boulder, Colo.: Westview Press, 1984).

Martine, George & Villarreal, Marcela. Gender and Sustainability: Re-assessing Linkages and Issues. (Sustainable Development Department and Food and Agricultural Organization of the United States). Available at <http://www.fao.org/WAICENT/FAOINFO/SUSTDEV/Wpdirect/WPan0018.htm>.

Elliot, Lorraine. Women, Gender, Feminism, and the Environment in *The Gendered New World Order: Militarism, Development, and the Environment*, eds. J. Turpin and L.A. Lorentzen (New York: Routledge, 1996), pp. 13-34.

Dankelman, Irene. Women, Children, and Environment: Implications for Sustainable Development in *Women and Children First: Environment, Poverty, and Sustainable Development*, ed. F. Chioma Steady (Rochester, Vermont: Schenkman Books, Inc., 1993), pp.130-55.

Steady, Filomina C. Women and Children: Managers, Protectors, and Victims of their Environment in *Women and Children First: Environment, Poverty, and Sustainable Development*, ed. F. Chioma Steady (Rochester, Vermont: Schenkman Books, Inc., 1993), pp.16-42.

Part 2. Challenges to public health, sustainable development, and gender equity

September 22. Poverty, work, and agriculture. Readings:

Tiano, Susan. Maquiladora Women: A New Category of Workers? In *Women Workers and Global Restructuring*, ed. K. Ward (Ithaca, N.Y.: ILR Press, 1990), pp. 193-223.

Truelove, Cynthia. Disguised Industrial Proletarians in Rural Latin America: Women's Informal-Sector Factory Work and the Social Reproduction of Coffee Farm Labor in Colombia, in *Women Workers and Global Restructuring*, ed. K. Ward (Ithaca, N.Y.: ILR Press, 1990), pp. 48-63.

Zweifel, Helen. The Gendered Nature of Biodiversity Conservation, in *The Gender and Science Reader*, ed. M. Lederman and I. Bartsch (New York: Routledge, 2001), pp. 289-302.

Boserup, Ester. Population, the Status of Women, and Development, in *Economic and Demographic Relationships in Development* (Baltimore: Johns Hopkins University Press, 1990), pp. 161-74

Ordoñez, Martha & Flora, Cornelia Butler. Production Strategies and Gender in *Bridging Human and Ecological Landscapes: Participatory Research and Sustainable Development in an Andean Agricultural Frontier*, ed. R. Rhoades, (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2001), pp. 215-30.

September 29. Midterm Presentations. Papers due.

October 6. NC State School of Veterinary Medicine Panel
 “Public Health, the Environment, and Antibiotics in International Perspective:
 Data from the Field.”

Background readings for differing perspectives include:

- Okeke, Iruka N., Lamikanra, Adebayo, & Edelman, Robert. Socioeconomic and Behavioral Factors Leading to Acquired Bacterial Resistance to Antibiotics in Developing Countries, *Emerging Infectious Diseases*, 5, no. 1 (January-February 1999): 18-27.
- Radyowijati, Aryanti & Haak, Hilbrand. Improving Antibiotic Use in Low-Income Countries: An Overview of Evidence on Determinants. *Social Science & Medicine* 57 (2003): 733-44.
- Teuber, Michael. Veterinary Use and Antibiotic Resistance. *Current Opinion in Microbiology* 4 (2001): 493-99.
- Fact Sheet: Antibiotic Use in Food-Producing Animals. Geneva: World Health Organization, Press Release, 1997.

October 13. Health and food safety. Readings:

- Merchant, Kathleen. Women’s Health and Development in *The Gendered New World Order: Militarism, Development, and the Environment*, eds. J. Turpin and L.A. Lorentzen (New York: Routledge, 1996), pp. 176-193.
- Klawiter, Maren. Chemicals, Cancer, and Prevention: The Synergy of Synthetic Social Movements, in *Synthetic Planet: Chemical Politics and the Hazards of Modern Life*, ed. M. Casper (New York: Routledge, 2003), pp. 155-75.
- Vu, Hao-NhienQ. The Law of Treaties and the Export of Hazardous Waste. *UCLA Journal of Environmental Law and Policy* 12 (1994).
- U.S. Environmental Protection Agency. Pesticides: Trade Issues.
<http://www.epa.gov/oppfead1/international/trade-issues.htm>
- McClure, Robert. Editorial: Stop Dumping Hazards & WTO Rules May Bring Toxic Waste to U.S. Dumps. *Seattle Post Intelligencer* (September 1999).
- Food and Agricultural Organization of the United Nations (FAO). Chapter 1: Overview of the Situation. Available at: <http://www.fao.org/docrep/003/X8639E/x8639e02.htm>
- Assorted readings from *New Internationalist*, from 1983 through 1999.

October 20. Impacts of globalization and structural adjustment

- Shiva, Vandana. Mad Cows and Sacred Cows in *Feminist Post-Development Thought: Rethinking modernity, postcolonialism & representation*, ed. K. Saunders (Zed Books: London and New York, 2002), pp.183-98.
- Deere, Carmen Diana, Safa, Helen, Antrobus, Peggy (eds). Impact of the Economic Crisis on Poor Women and their Households in *The Women, Gender, and Development Reader*, ed. N. Visvanathan, (London and New Jersey: Zed Books Ltd, 1996), pp. 267-77.
- Osuntogun & Oluwasola The International Debt Crisis and Its Likely Impact on Health, Environment, an Development: The African Perspective in *International Perspectives on Environment, Development, and Health: Toward a Sustainable World*, eds. G. Shahi, B. Levy, G. Louis, A. Binger, T. Kjellstrom, R. Lawrence, (New York: Springer Publishing Company, 1997), pp. 273-82.

Part 3: Doing research on public health, sustainable development, and gender equity

October 27. Research and Intervention Methods

Elabor-Idemudia, Patience. Participatory Research. A Tool in the Production of Knowledge in Development Discourse in *Feminist Post-Development Thought: Rethinking modernity, postcolonialism & representation*, ed. K. Saunders (Zed Books: London and New York, 2002), pp.227-42.

Shahi, Gurinder, Hartvelt, Frank, & Sacks, Michael. Realizing Sustainable Public Health: Implications for Public Health Training in *International Perspectives on Environment, Development, and Health: Toward a Sustainable World*, eds. G. Shahi, B. Levy, G. Louis, A. Binger, T. Kjellstrom, R. Lawrence, (New York: Springer Publishing Company, 1997), pp. 697-714.

Dalton, James, Elias, Maurice, & Wandersman, Abraham. The Aims of Community Research and The Methods of Community Research in *Community Psychology: Linking Individuals and Communities*, Dalton et al., (Stamford, CT: Wadsworth/Thomson Learning, 2001), pp.60-86, and pp. 87-118.

November 3. Case Studies. Readings:

Townsend, Janet. In the Colombian Rainforests, (ch. 3, pp. 34-49) and -----. Women Pioneers in Mexico: Our Analysis (ch. 4, pp. 50-77), both from *Women's Voices from the Rainforest* (New York: Routledge, 1995).

Peterson, Rebecca. Women, Environments and Health: Overview and Strategic Directions for Research and Action in *International Perspectives on Environment, Development, and Health: Toward a Sustainable World*, eds. G. Shahi, B. Levy, G. Louis, A. Binger, T. Kjellstrom, R. Lawrence, (New York: Springer Publishing Company, 1997), pp. 660-674.

Ehrhart, Charles. Who Participates and Who Decides? Balancing Science with Local Community Reality in *Bridging Human and Ecological Landscapes: Participatory Research and Sustainable Development in an Andean Agricultural Frontier*, ed. R. Rhoades, (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2001), pp. 315-332.

Gaertner, Phillip. African Swine Fever Eradication and Pig Repopulation in Haiti. Washington, D.C., USAID, 1990.

November 10. The way forward—current policy initiatives in Fall 2004 at the global and local levels. This week is dedicated to current events of interest to the students and relevant to the course.

November 17. Final presentations

December 1. Final presentations and wrap-up.

Final Papers are due at 5 PM the day of the final exam, **Friday, December 10.** No extensions.

Further Readings

- CCAWMSET. Executive summary from *Land of Plenty*. (Washington, D.C.: Report of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, 2000).
- Eichler, Margrit. *Nonsexist Research Methods: A Practical Guide* (Boston, Allen & Unwin, 1988).
- Hemmati, Minu & Gardiner, Rosalie. Gender Equity and Sustainable Development. A UNED Forum Briefing Paper for the Towards Earth Summit 2002 Project (Heinrich Boell Foundation, December 2001).
- Lewis, Deanna L. & Chepesiuk, Ron. The International Trade in Toxic Waste: A Selected Bibliography of Sources (Rock Hill, SC: Winthrop University). Available at: <http://egj.lib.uidaho.edu/egj02/lewis01.html>
- Murcott, Susan. Appendix A: Definitions of Sustainable Development. AAAS Annual Conference, IASA "Sustainability Indicators Symposium," Seattle, WA 2/16/97.
- Reinharz, Shulamith. *Feminist Methods in Social Research* (New York: Oxford University Press, 1992).
- Revenson, Tracey & Schiaffino, Kathleen. Community-Based Health Interventions in *Handbook of Community Psychology*, eds. J. Rappaport & E. Seidman (New York: Kluwer Academic/Plenum Publishers, 2000), pp.471-93.
- "Rigged Rules and Double Standards: Trade, Globalization and the Fight against Poverty" (Oxfam, 2002).
- Seymour-Rolls, Kaye & Hughes, Ian. Participatory Action Research: Getting the job done. (Sydney, Australia: University of Sydney, 1995). Available at: <http://www2.fhs.usyd.edu.au/arow//reader/rseymour.htm>.