
CSL 350/360 & 550/560

Oil & Community: Health Equity in a Petro-Environment

Spring 2011 University of Alberta

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Class Times & Location:

Mon & Wed: 0900-1150 in HC 2-7 Thurs: 1800-2050 in NRE 1-001

Course Description

‘Without our health we have nothing’ is how people often talk about their well-being. But does this belief conflict with the benefits derived from petroleum extraction and processing? Can the new Albertan slogan *Freedom to Create...Spirit to Achieve* reconcile our personal and collective health with economic prosperity? In this course we will explore the fragile relationship between the oil economy and health equity by examining differences in health that are potentially unnecessary, avoidable, and unjust. Through coursework and immersion through community-based projects undertaken with community organizations, students will engage directly with social determinants of health. Students will experience firsthand how community organizations use their own knowledge to address, challenge and reorient health in the context of the energy economy and natural environment. Topics include: globalization and health; boom-bust effects on health provision; mobile and foreign worker well-being; social-environmental health linkages and environmental justice; psycho-social effects of a petro-environment; culture and health in Aboriginal communities; and the impacts of the oil economy on family, in particular, youth. This course will also include a public *Speaker Series* featuring local, national and international speakers on themes relevant to the course and community issues. While broadly exploring the relationship between oil and community, we will focus on health and environmental issues of particular relevance to: oilsands operations in northern Alberta, refining of petroleum products near communities “downstream”, and oil and gas drilling in rural agricultural areas.

Course Objectives

1. To provide an intellectually supportive environment for students to consider, understand and discuss the impacts of the oil economy on individual, community, and environmental health.
2. To foster a critical approach and theoretical orientations to health equity, particularly from the perspective of social determinants of health and power dynamics in oil and gas development.
3. To develop a deeper understanding of community perspectives and practices in relation to health.
4. To relate your self-understanding of your values and assumptions to health equity through reflection, writing and class discussion.
5. To be able to apply concepts learned in this course to recent Canadian (and International) case studies of health, social and environmental issues.

Course Outlines

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Course Environment & Activities

Because we will be exploring different understandings of health in the context of environment and oil and gas industrial development, this is necessarily an interdisciplinary course. At the same time, the title of the course illustrates the critical analytical nature of our class activities. We will read material from a variety of disciplines including sociology, anthropology, health sciences including medicine and public health, cultural studies, political science and geography. But at the heart of the class will be a critical gaze on the relationship between health, environment, and of course, economic and community development using frameworks of social determinants of health, health equity, environmental health, and environmental justice.

Monday and Wednesday classes will follow in-class seminar style learning where lectures are embedded in discussion of readings, community project/organization updates, analysis of current events, and guest presenters and documentaries from which to situate our discussions. Thursdays we will meet from 6-7pm before the public Speaker Series, which runs from 7-9pm. The course will be thematically structured through seminar readings, discussions, and presentations. Service-learning in community partner placements will inform and be informed by theoretical readings and seminar discussions. You will be required to work as volunteers for 30-35 hours (in total) with a chosen community service organization. Pre-arranged volunteer placements and projects have been selected whose mandates correspond to the course's focal themes. Students should note that this course is intensive (six credits in six weeks). You will probably spend around 25 hours per week on this course, including the hours spent at your community placement.

The course may include a one day field-trip to Fort Saskatchewan to examine the effects of industrial development on human and environmental health in the Alberta Industrial Heartland region near Fort Saskatchewan. Details will be discussed during the first class.

Required Texts/Materials:

1. CSL350/360 *Oil & Community: Health Equity in a Petro-Environment Custom Courseware*, available through the University Bookstore.
2. Some additional readings are available online – internet or through the UA library.
3. Any materials distributed in class sessions.

You will produce written work throughout the course, and be evaluated on both form and content. A writing style guide will be invaluable for guiding you through grammatical/syntactical rules. You are also required to provide complete reference information for all assignments, using Chicago/ASA, APA or MLA citation style consistently and correctly. Only references that are cited in text should be in your reference list. I would strongly recommend obtaining or accessing a current copy of your citation style guide. The University library has reference materials for all styles, but be aware that online style guides may have not have correct fonts, underlines, italics, etc due to HTML. It is best to consult a hard copy.

Learning Structure

The instructional core of this course depends on active student participation. This class will offer students a mix of learning opportunities that integrate service-learning, lectures, small group discussions, student discussion leads, videos, and guest presentations in order to enrich the collaborative learning experience. My aim is to encourage active learning and to provide a variety of learning opportunities to help students gain an appreciation and critical understanding of the relationship between health equity and petroleum-based economic development.

Writing Assistance

Many students have difficulty writing. Editing each other's work and carefully editing your own work are ways to improve your writing. As this course has a writing component, it is recommended that all students utilize the Effective Writing Resources program from the Academic Support Centre (located in SUB 2-400, Tel: 780-492-2682, website: <http://www.uofaweb.ualberta.ca/academicssupport/>). An option may be to hire an English tutor from the Department of English (780-492-2682).

Students with Disabilities or Special Needs

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 SUB, 780-492-3381.

Course Conduct and Notes on Plagiarism

All students at the University of Alberta are subject to the Code of Student Behaviour, as outlined at Section 30.3.2: http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37633. Please familiarize yourself with it and ensure that you do not participate in any inappropriate behaviour as defined by the Code. Key components of the Code include the following statements.

30.3.2(1) Plagiarism: No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

Please speak with me if you have any questions or concerns about the Code, particularly as it pertains to team/group assignments, internet research, using the same work as part of assignments in more than one course, and the definition of plagiarism. Some of the consequences for plagiarism include expulsion, suspension, or mark reduction on the assignment or examination.

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.uofaweb.ualberta.ca/secretariat/studentappeals.cfm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” The Code of Student Behaviour can also be found in Section 26 of the University *Calendar*. Following these regulations, plagiarism and other forms of cheating are punishable under the Code, as is inappropriate behaviour and the disrespectful treatment of others. This includes, but is not limited to, personal attacks inside or outside of class and the harassment of others in any form. A number of penalties can be imposed, such as lowering a grade or expulsion from the University (as outlined in Section 30.4.2 of the Code). I will report and act on any violations of the Code of Student Behaviour. **DON'T CHEAT. DON'T PLAGIARIZE – IT'S NOT WORTH IT.**

Course Assignments

Summary of Grading

Course Requirements	Value	Section Value	Important Dates
1. Participation	20%	20%	Speaker Series sign-up sheet in first class
2. Media Story Analysis	10%	20%	Due: Wednesday, May 18 in class
Media Story Analysis Revisited	10%		Due: Wednesday, June 8 in class
3. Discussion Lead	10%	10%	As per date on Discussion Lead sign-up sheet
4. Journal and Critical Reflections	25%	25%	Reflections due Saturday of each week; Email with two titles for grading due Saturday June 11; Journal due Wed June 8 in class
5. Portfolio Project	20%	25%	Due: Wednesday, June 15 in class
Final Presentation	5%		Wednesday, June 15
Total	100%	100%	

Evaluation will be completed and expressed in raw marks throughout the course. Grades (using the 4-point system) will be assigned only to the final distribution of mark totals for the course. Such assignment will be based on a combination of absolute achievement and relative performance in this class. For information on grading refer to Section 23.4(5), Evaluation Procedures and Grading System, of the 2008-09 Calendar.

1. ACTIVE PARTICIPATION (20%)

This course is based on active and thoughtful participation. Your participation grade is based on:

- regular participation in class discussions and group work,
- meaningful and consistent participation in CSL community projects,
- attendance at the evening public Speaker Series,
- introductions and discussion questions for Speakers Series (worth 5% - see below), and
- the on-time submission of a CSL hours log, signed by your community supervisor (due Wednesday, June 15 in class)

Introductions & Discussion Questions for Public Lecture Series

Once during the term, you will be responsible for (1) introducing the speakers in Thursdays' public Speaker Series and (2) for asking the invited speaker(s) a well-formulated question. This assignment will be completed in groups of three. You will sign up for a specific evening on the first day of classes. Introductions should be formal, brief, and include relevant biographical information. Contact the speaker in advance to ask for a biographical statement or inquire how s/he would like to be introduced. Contact information is available through Angela. Additional information about the speakers may also be available on their websites or their organization's website. As a group, prepare three questions and decide on the strongest one for you to pose to the speaker. Granted, there is an element of unpredictability to this exercise and you may find that you need to revise your question(s) during the speakers' presentations. Submit a copy of your introduction and discussion questions (all three) to me electronically by 10am on the Thursday of your Speaker Series. Indicate which question you think is the strongest.

Good discussion questions are not answered by “yes” or “no” or by the recalling of facts, events, or biographical details. Your questions should aim to engage not only the speaker, but also the audience in the topic. You should strive to incorporate relevant concepts from the course readings into your question; this may be a bit of a challenge given that the speakers and the audience will not be exclusively academic. Your question(s) should be clear and concise and comprehensible to a wide audience. One way to incorporate course concepts into your question would be to start by briefly explaining the concept and then asking something about how the speaker sees the connection to his/her work.

2. HEALTH AND OIL IN THE NEWS I: MEDIA STORY ANALYSIS (10%)

Each student will prepare a summary (4 pages, double spaced) of a current health equity and oil economy story reported in a major news source *that is relevant to your community partner’s organization*. In this essay you will describe the health issue, explain the various key values at stake, and identify and describe the stakeholders. You will provide a *brief analysis* of the issue. Although this will be done early in the course when your understanding of the issues may be limited or the issues are perhaps unclear, the intent is to allow you to investigate a community partner-related topic of interest and explain the issue(s). This will be worth 10% of your grade. This paper is due Wednesday May 18th in class. You will revisit this issue in your second analysis paper at the end of the term.

3. HEALTH AND OIL IN THE NEWS II: MEDIA STORY ANALYSIS REVISITED (10%)

Drawing from your experiences working with your CSL community partner, you will revisit the health equity and oil and gas media story from your first paper. In this follow-up paper (4 pages, double spaced) you will provide a deeper *analysis* of the issue raised in the story based on your new understanding of health equity. Specifically, you will examine how this form of inequity has developed and the social factors behind it. The objective of this paper is to analyze more deeply the key issues using the knowledge you have developed working on a related community project and in the course. This paper is due Wednesday June 8th in class.

4. READING DISCUSSION LEAD (10%)

Once during the term, you will be responsible for presenting your critical response to *one* of the assigned readings and leading the class in a discussion of that reading (worth 5%). A sign-up list will be made available in the first class. This discussion lead will take place each Wednesday. As part of the critical analysis you will submit a 2-page (450-500) paper (worth 5%) that includes a brief summary of the reading, a critique of the author’s argument(s), and at least one question that prompts further discussion.

Think of the summary as an informative abstract. If you are unfamiliar with abstracts, consult: <http://www.unc.edu/depts/wcweb/handouts/abstracts.html>. Be sure to include the thesis of the work (usually in the first sentence) and follow the same chronological structure as the original work. The summary should be 1-2 paragraphs. If the article contains an abstract, please take care not to plagiarize it. Situate your critique and questions in the context of the reading and other course materials. Be creative: bring in examples from your CSL experiences or other aspects of everyday life; explore gaps in the author’s argument or contradictory issues raised by the reading; or examine how the reading challenges or aligns with previous readings and/or audio-visual materials. You have a maximum of 10 minutes to present your response. Be sure to balance your time appropriately between summary and critique and discussion questions. The emphasis should be on presenting your critique and questions. Email a copy of your analysis to all other students, including your discussion question(s) by 5pm the day before you are scheduled to present. Submit a hardcopy of your analysis in class.

5. JOURNAL (10%) AND CRITICAL REFLECTION PAPERS (15%) – Total (25%)

Key to the CSL experience is a personal reflective dialogue on the relationship between your community engagement experience, the knowledge you've gained in coursework, and conversations with other students. You are expected to maintain a **personal journal** (in a separate notebook) to record and explore your volunteer experience and how that experience has contributed to your learning of the subject matter. In it you will reflect on your volunteer experiences and make connections between those experiences and issues relevant to community development, health equity, and the oil and gas economy. Some questions you may wish to explore include: what did you do at your CSL placement this week, and how did it go?; What did you find unusual/fulfilling/frustrating/troubling/intriguing about your CSL work this week?; What interactions did you find helpful/confusing/surprising this week?; What concepts from the course readings did you find intriguing and/or relevant to your CSL work, and why? Journal entries may include poems, song lyrics, drawings and other visual elements, but must be accompanied by written reflections on those materials. You will submit your journal on Wednesday June 8 and it will be returned to you on Thursday evening June 9. Your journal will only be read by the instructor and teaching assistant. The journal is worth 10%, and is integral toward the development of your critical reflection papers.

Keeping a journal and then expanding upon your entries in **written critical reflection pieces** will demonstrate your personal development and allow you to engage with other students in scholarly form. You will write weekly reflection papers on the health equity and oil theme of that week (maximum one page - *single spaced, typed*, 12 font, with name, date & title) for submission to Ken, Angela, and the other students by email each Saturday (sent electronically no later than 11:59 pm). Three of these papers will be graded. Your papers will be based on your CSL experiences with reflections, critiques, and analyses of the week's course material, academic articles, guest speakers, Speaker Series, lectures, and class discussion. In essence the critical reflection paper should demonstrate how your work challenges your thinking about the issues and concepts raised by course material and in classes. You can also choose to reflect on points and issues raised by your classmates. You might, for example, explore connections between their previous observations and yours, offer alternative interpretations, examine intersections between your perspectives, and share further relevant experiences or examples. At the end of each critical reflection paper, you must introduce one substantive question that arose from your journaling and reflection process.

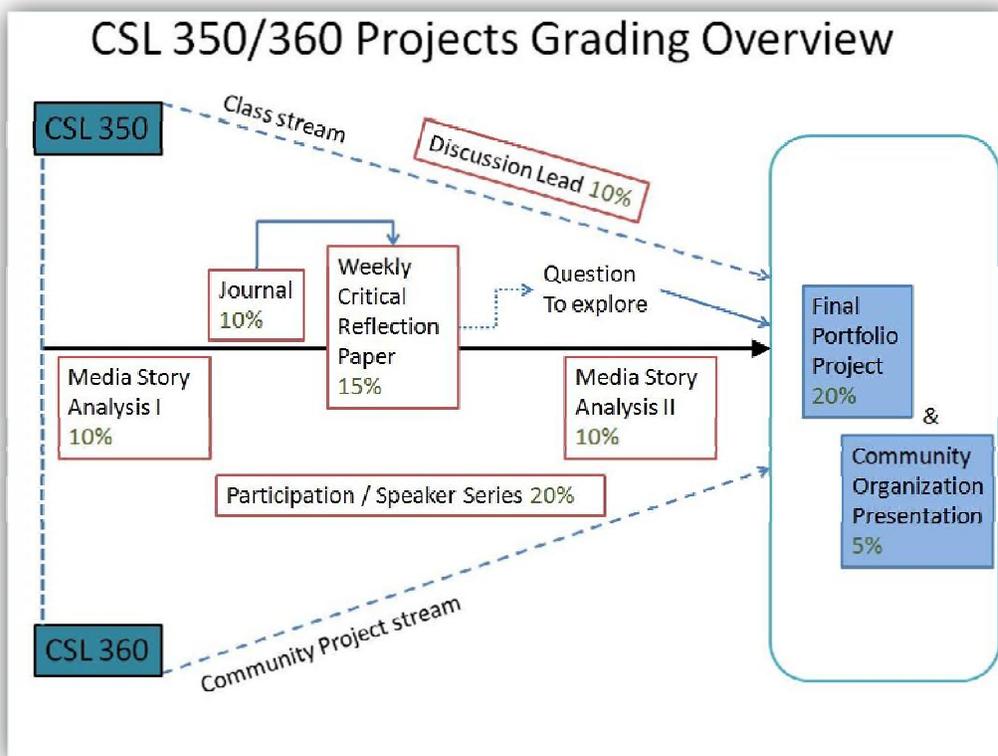
Critical reflection papers will be graded 5% each for a total of 15%. Your first reflection piece (Week One) will automatically be graded so that I can provide early feedback. At the end of the course you will choose which two reflections from two other weeks you would like me to grade. By Friday, June 10, 11:59pm please email me the names of the two papers that you want evaluated. I will not accept new reflection papers for weeks missed. Please include dates and titles of the papers. Your CSL experiences should demonstrate how your work is affecting, or has affected, your thinking about the issues and concepts being raised by course material and in classes. You can also choose to reflect on points and issues raised by your classmates. You might, for example, explore connections between their observations and yours, offer alternative interpretations, examine intersections between your perspectives, share further relevant experiences or examples.

6. PORTFOLIO PROJECT (20%) & PRESENTATION (5%)

Over the course of the five intensive weeks, you will have (1) developed a personal journal; (2) written weekly critical reflection papers that include questions to be examined; (3) explored and revisited a relevant media story; and (4) worked on a community placement project. In essence you will have created a portfolio of your CSL *Oil and Community Health Equity in a Petro-Environment* experience.

Your final project allows you to reflect on your community placement experience and project by writing about ONE of the critical reflection questions you formulated in your weekly reflection papers. You are required to write an 8-10 page (excluding title page and reference page) final paper with 5-7 references, worth 20% of your final grade. The project may contain poetry and prose, drawings or other non-written materials; however it must be accompanied by a supporting scholarly essay. Graduate students will submit a 12-14 page paper with 8-10 references. The paper copy is due on Wednesday June 15th in class. Written portions of the essay must be double-spaced, with 12 point font and 1 inch margins. Do not use plastic folders or covers. Include a cover page with your name, ID Number, the course name, date and staple together at upper left hand corner. Provide page numbers on each page. Late projects will be penalized 10% per day and those not handed in will receive a zero grade.

Because this course emphasizes active engagement at multiple levels, we will end the course with presentations of your community projects. We will discuss possible options for presentation, but you can expect community partners to be present. You will be required to prepare a 10-minute (maximum) presentation (worth 5%) explaining your project. You must discuss where you were placed and what you did in your placement, how your CSL placement was related to course materials/themes, and your reflections on health equity and oil economies. This is an opportunity to relate coursework and new understandings of health to the community projects, and vice versa.



Grading

Grades will be calculated in percentage form throughout the term and will be converted into letter form only for your final course grade. No particular distribution (e.g. bell curve) is used to determine grades. Unless otherwise discussed with me, failure to complete any one component of the course can result in a failing grade. Violations of the Code of Student Behaviour can also result in failing grades. For further details, see section 23.4(5) of the 2008/2009 University Calendar.

A+	94-100%
A	88-93%
A-	82-87%
B+	78-81%
B	74-77%
B-	70-73%
C+	66-69%
C	62-65%
C-	58-61%
D+	54-57%
D	50-53%
F	0-49%

At the end of the term, I reserve the right to raise the final grade of a student who is at or near an upper grade break and who has shown steady improvement over the course of the term. Once the term is over, you must go through the correct appeals procedure for any grade change requests. Details of rationale and procedures are listed in the University Calendar.

Class Schedule & Readings

Articles appear in the courseware, unless otherwise specified. Some readings are freely available online and indicated as such - please download and read these articles from the specified website in advance of the designated class. Supplementary Readings are available upon request or through the University of Alberta library online system. Note: There may be minor changes made to the schedule throughout the term. I will announce any changes in class. It is your responsibility to be aware of any changes to this schedule.

Week 1:
Introduction to the Course: CSL, Health Equity, and the Oil Economy

Objectives:

- To introduce the course and the CSL projects, meet community partners and complete Student Agreement Forms
- To explore CSL as a pedagogy
- To introduce the frameworks for the course: Social Determinants of Health; Health Equity; Environmental Health, Environmental Justice
- Students to sign up for article presentations and host one of the speakers series nights

Monday, May 9: Introduction to the Course and CSL Community Partners

Required Readings: (note: please read these papers prior to the first class)

CSL Guidebook. Available online: www.arts.ualberta.ca/csl

Rocheleau, Jordy. 2004. Theoretical Roots of Service-Learning: Progressive Education and the Development of Citizenship. Pp. 3-21 in Bruce W. Speck and Sherry L. Hoppe, (Eds) *Service-Learning: History, Theory, and Issues*. Praeger: Westport, CT, USA.

Meili, Ryan. 2010. In sickness and in wealth: Unmasking the social determinants of health. *Briarpatch*, September/October 2010: 6-9.

Recommended Optional Event:

Dr Solomon Benatar

“Global Health & Human Rights: Working with the 20th Century Legacy”

Wednesday, May 11, 2011 at 7:30 PM

Convocation Hall (Old Arts Building)

<http://www.uofaweb.ualberta.ca/humanrightslecture/>

Supplementary Reading:

Benatar, Solomon. 2008. Global health: Where to now? *Global Health Governance*, No. 2: (Fall 2008/Spring 2009) Available online:

http://www.ghgj.org/Benatar_Global%20Health.pdf

Wednesday, May 11: Health and Industrial Development

Guest speaker: Ricardo Acuña, Parkland Institute

Video of the Week: *Unnatural Causes: In Sickness and In Wealth*

Required Readings:

Graham, Hilary. 2007. *Unequal Lives: Health and Socio-Economic Inequalities*. Open University Press. Pp.3-17; 99-113. Note: Available online through UA library (electronic resource).

Vlavianos, Nickie. 2006. *Albertans' Concerns About Health Impacts and Oil and Gas Development: A Summary*. Human Rights and Resource Development Project. Canadian Institute of Resources Law.

Masuda, Jeffrey R., Blake Poland, and Jamie Baxter. 2010. Reaching for environmental health justice: Canadian experiences for a comprehensive research, policy and advocacy agenda in health promotion. *Health Promotion International*, 25(4): 453-463.

Richards, Tadzio. 2010. The heartland and the double bind. *Corporate Knights*, 33. Available online: <http://www.corporateknights.ca/article/heartland-and-double-bind>

Supplementary Readings:

Freudenberg, William R. and Richard S. Krannich. 2003. Boomtowns. Pp. 99-100 in *Encyclopedia of Community: From the Village to the Virtual World*, edited by K. Christensen and D. Levinson. Thousand Oaks, CA: Sage Publications. Available online from UA library: [E-resource]

Freudenburg, William R. 1992. Addictive Economies: Extractive Industries and Vulnerable Localities in a Changing World Economy. *Rural Sociology* 57:305-332.

Thursday, May 12: Speaker Series

- Dr. David Swann, MLA Calgary Mountain View
- Diana Gibson, Research Director, Parkland Institute

Week 2***Social-environmental health linkages*****Objectives:**

- To better understand the connection between the concept of environmental justice and health
- To examine the importance of risk perception and psycho-social effects of extractive industries
- To explore how equity is integrated in health impact assessment
- To understand the relationship of 'place' in health

Monday, May 16: Environmental Health Equity

Video of the Week: *Burning Water*

Guest Speaker: Dr. Theresa Garvin

Required Readings:

Clarren, Rebecca. 2006. Voices From the Gas Field. *Orion Magazine*, November /December. Available online:

<http://www.orionmagazine.org/index.php/articles/article/186/>

Nikiforuk, Andrew. Flare-up. Web Article. *National Post Business Magazine*, 94 – 101: 2002/10. Available online: <http://www.saboteursandbigoil.com/FlareUp.pdf>

Evans, Joshua and Theresa Garvin. 2009. “‘You're In Oil Country’: Moral Tales of Citizen Action against Petroleum Development in Alberta, Canada.” *Ethics, Policy & Environment*, 12(1): 49-68.

Dominic Odwa Atari, Isaac Luginaah, Jamie Baxter. 2010. "This is the mess that we are living in": Residents everyday life experiences of living in a stigmatized community. *GeoJournal*. DOI 10.1007/s10708-010-9365-7

Supplementary Readings:

Picou, J. Steven and Brent K. Marshall. 2002. Contemporary Conceptions of Environmental Risk: Implications for Resource Management and Policy. *Sociological Practice*, 4(4): 293-313.

Calain, Philippe. 2008. Oil for health in sub-Saharan Africa: health systems in a 'resource curse' environment. *Globalization and Health*, 4:10. doi:10.1186/1744-8603-4-10

Wednesday, May 18: Assessing Health Impacts

Required Readings:

Ben Harris-Roxas and Elizabeth Harris. 2010. Differing forms, differing purposes: A typology of health impact assessment. *Environmental Impact Assessment Review*. doi:10.1016/j.eiar.2010.03.003.

St-Pierre, Louise. *HIA and Inequities*. HIA Series. National Collaborating Centre for Healthy Public Policy. March 2010. Available online:
http://www.ccnpps.ca/docs/HIA_Inequities_EN_March2010.pdf

Luginaah, IN, SM Taylor, SJ Elliott, and JD Eyles. 2002. Community reappraisal of the perceived health effects of a petroleum refinery. *Social Science and Medicine*, 55(1):47-61.

Supplementary Readings:

Freudenburg. William R. 2005. Privileged Access, Privileged Accounts: Toward a Socially Structured Theory of Resources and Discourses. *Social Forces*, 84(1): 89-114.

Forsyth, Craig J., Asha D. Luthra, and William B. Bankston. 2007. Framing Perceptions of Oil Development and Social Disruption. *The Social Science Journal* 44:287-299.

Thursday, May 19: Speaker Series

- Marla Orenstein & Dr. Murray Lee, Habitat Health Impact Consulting / Faculty of Medicine, University of Calgary
- Wayne Groot, Farmer, Fort Saskatchewan

Week 3
Boom-Bust Effects on Community and Worker Health

Objectives:

- To better understand potential differences in access to health by mobile workers and temporary foreign workers
- To explore the impact of oil and gas rapid development on community health
- To situate and contextualize student community placement experiences

Monday, May 23: Victoria Day **NO CLASS** (but note: required readings!)****

Required Readings:

Nikiforuk, Andrew. 2008. Highway to Hell. Pp. 36-56 in *Tar Sands: Dirty Oil and the Future of a Continent*. Vancouver: Greystone Books.

Wednesday, May 25: Community and Worker Health

Video of the Week: *Highway 63: The Fort Mac Show* by Emergency Architect Theatre
 Guest Speaker: Dr. Bob Barnetson, Associate Professor, Athabasca University

Required Readings:

Grimmelt, Kristjanna. 2010. Northern Vegas. *Alberta Views*, December 2010.

Shepell-fgi Research Group. 2009. *Health and Wellness Trends in the Oil and Gas Sector*. August 2009. Available online: <http://www.shepellfgi.com/EN-US/AboutUs/News/News%20and%20Media%20Releases/media20090814.asp>

Brown, Ralph B., Shawn F. Dorius, and Richard S. Krannich. 2005. The Boom-Bust Recovery Cycle: Dynamics of Change in Community Satisfaction and Social Integration in Delta, Utah. *Rural Sociology*, 70(1): 28-49.

Thursday, May 26: Speaker Series

- Yessy Byl, Alberta Civil Liberties Research Centre
- Kevin Flaherty, Alberta Workers Health Centre

Saturday, May 28 – FIELDTRIP: Alberta Industrial Heartland

A one day field trip to Fort Saskatchewan, organized with Sierra Club prairie chapter, Greenpeace Canada, and Citizens for Responsible Development - a group of farmers and residents in the Fort Saskatchewan area worried about potential health effects and environmental damage from industrial development.

Week 4
Indigenous Culture and Health - Downstream of Development

Objectives:

- To explore 'well-being' through an examination of the relationship between culture and health in Aboriginal communities
- To understand the impact of neoliberalism on rural community well-being

Monday, May 30: Culture, Place and Health

Video of the Week: *Downstream*

Required Readings:

Budak, Jasmine. 2009. The Sickness. *Up Here* (July-August). Available online:
<http://www.uphere.ca/node/254>

Wilson, Kathleen and Mark W. Rosenberg. 2002. Exploring the determinants of health for First Nations peoples in Canada: can existing frameworks accommodate traditional activities? *Social Science & Medicine*, 55: 2017–2031.

Wilson, Kathleen. 2003. Therapeutic landscapes and First Nations peoples: an exploration of culture, health and place. *Health & Place*, 9: 83–93.

Wednesday, June 1: Neoliberalism and Well-being

Required Readings:

Bianchi, Ed. 2009. "Indigenous Peoples and Oil and Gas Development: Respecting Rights, Minimizing Risks, Maximizing Benefits". *KAIROS Policy Briefing Paper*, No. 18. Available online:
<http://www.kairoscanada.org/fileadmin/fe/files/PDF/Publications/PBP18-IndigenousPeoples-OilGasDev.pdf>

Slowey, Gabrielle. 2009. "A Fine Balance? Aboriginal Peoples in the Canadian North and the Dilemma of Development." Pp 229-247 in *First Nations, First Thoughts: The Impact of Indigenous Thought in Canada*, edited by Annis May Timpson. Vancouver: UBC Press.

Tyler McCreary. 2010. Oil and water don't mix: Dakelh communities defend their land and watercourses from Enbridge's Northern Gateway pipeline project. *Briarpatch*, March/April 2011: 10-12.

Thursday, June 2 – Speaker Series

- Alice Martin, Mikisew Cree Elder
- Dr. John O’Connor, Family Physician
- Eriel Deranger, Athabasca Chipewyan First Nation member

Week 5
Family Health in the Oil Economy

Objectives:

- To understand how resource-based communities are affected by rapid growth
- To develop a understanding of the relationship between the oil economy, social problems and changing family structure
- To explore the differential impacts of oil and gas development on youth
- Completion of course evaluations

Monday, June 6

Video of the Week: *The Beloved Community*

Required Readings:

Amos, Laura. 2002. Hydraulic Fracturing : Family’s water well was contaminated after hydraulic fracturing near their home. *Earthworks*. Available online:
<http://www.earthworksaction.org/cvLauraAmos.cfm>

Parkins, John R. and Angela C. Angell. 2011. Linking social structure, fragmentation, and substance abuse in a resource-based community. *Community, Work & Family*, 14(1): 39-55.

Forsyth, Craig J. and Deann K.Gauthier. 1991. Families of offshore oil workers: Adaptations to cyclical father absence/presence. *Sociological Spectrum*, 11(2): 177-201.

Supplementary Readings:

Bacigalupi, Linda M. and William R. Freudenberg. 1983. Increased mental health caseloads in an energy boomtown. *Administration in Mental Health*, 10(4): 306-322.

Freudenberg, William R. 1984. Boomtown’s youth: The differential impacts of rapid community growth on adolescents and adults. *American Sociological Review*, 49: 697-705.

Wednesday, June 8

Guest Speaker: Angela Angel

Required Readings:

Goldenberg, S. M., Shoveller, J. A. , Koehoorn, M. and A. S. Ostry. 2010. And they call this progress? Consequences for young people of living and working in resource-extraction communities. *Critical Public Health*, 20(2): 157-168.

Courtenay, Will H. 2006. Rural Men's Health: Situating Risk in the Negotiation of Masculinity. Pp. 139-156 in *Country Boys: Masculinity and Rural Life*. Editors: Hugh Campbell, Michael Mayerfeld Bell, and Margaret Finney.

Parkes, Katharine, Susan C. Carnell, and Elly L. Farmer. 2005. 'Living Two Lives': Perceptions, attitudes and experiences of spouses of UK offshore workers. *Community, Work, and Family*, 8(4): 413-437.

Supplementary Readings:

Seydlitz, Ruth, Shirley Laska, Daphne Spain, Elizabeth W. Triche, and Karen L. Bishop. 1993. Development and Social Problems: The Impact of the Offshore Oil Industry on Suicide and Homicide Rates. *Rural Sociology*, 58 (1): 93-110.

Collinson, David L. 1998. Shift-ing Lives: Work-Home Pressures in the North Sea Oil Industry. *Canadian Review of Sociology and Anthropology*, 35(3): 301-324.

Thursday, June 9: Speaker Series

- Dr. Colin Soskolne, Professor, School of Public Health, University of Alberta
- Terri Vallance, Social Planner, Regional Municipality of Wood Buffalo

Week 6

Oil, Health, Community: Wrap Up

Objectives:

- Understanding health and oil: Bringing CSL placements together with course themes and material
- Final project consultations
- CSL outcomes & skills discussion

Monday, June 13: Bringing it Together

Required Readings:

Gibbs, Lois. 2002. Citizen Activism for Environmental Health: The Growth of a Powerful New Grassroots Health Movement. *The ANNALS of the American Academy of Political and Social Science*, 584(1): 97-109.

Brown, Phil. 2007. Citizen-science alliances and health social movements: Contested illnesses and challenges to the dominant epidemiological paradigm. Pp. 1-41 in *Toxic Exposures: Contested Illnesses and the Environmental Health Movement*. New York: Columbia University Press.

Wednesday, June 15: Placement Presentations

No Readings

Objectives:

- Final project presentations
- Class discussion
- Signed hours log due in class