Instructor:

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Units: 4 units
Course Location: Public Health Building, Room 51-279
Course Schedule: Tuesdays, 12:00noon-2:50p.m.
Class web site: http://classes.sscnet.ucla.edu/course/view.php?name=10S-LBRWSM170-1&edit=0&sesskey=neIIcKDQ4Q

COURSE DESCRIPTION

Recent studies indicate that we are spending more time at work. Despite these trends, health researchers, policymakers and practitioners too often ignore the impact of the work environment on health status. This course introduces the field of occupational health and safety in the larger public health and social arena, examining historical trends, social movements to advance worker health and safety, and current controversies.

Course readings and discussions will provide a theoretical and practical foundation to understand the intersection between the work environment and health, to analyze the cause of health disparities, and to debate the philosophies underlying current occupational health policies and interventions.

COURSE OBJECTIVES

Students will:

- Examine the role of the work environment as a determinant of health and wellbeing
- Analyze occupational health disparities by gender, race/ethnicity, and class
- Investigate historical trends and sociopolitical factors that shape occupational health research and policy decisions
• Explore the theoretical underpinnings of occupational health and worksite health promotion programs
• Develop education, research and/or policy strategies to improve the health of a particular segment of the workforce or to address a current occupational health issue

PREREQUISITES

This course is geared to students interested in: the sociopolitical and historic origins underlying the effect of work on health; worker, community and environmental justice organizing; community-based interventions to improve workers’ health; and current policy debates in occupational health and safety including the intersection of science and policy and injured workers’ access to health care.

Course topics focus on issues of interest to graduate students in Community Health Sciences (M470), Environmental Health Sciences (M471) and Urban Planning (M470).

The course is also open by consent of the instructor to undergraduate students. It will be of particular interest to those with a minor in Labor and Workplace Studies (188).

COURSE REQUIREMENTS

1. Reading

• Course Readings to be posted on website

• Case studies from website: SKAPP, Scientific Knowledge and Public Policy Case Studies: http://www.defendingscience.org/case_studies/index-case-studies.cfm


• Reference Textbooks (Available in Biomed Library)
  o Historical books: e.g. Triangle Shirtwaist Fire, Textile mill workers
2. Class participation & weekly assignments

Students are expected to complete required readings prior to class and be prepared to discuss them based on questions distributed in advance. Weekly assignments will be related to the midterm and the final paper.

3. Field work

During the quarter, students will dedicate approximately 10 hours to field work to become familiar with a local campaign to improve conditions in the workplace and/or the surrounding community. Field work can be conducted individually or in teams. Potential campaigns and details of assignment will be discussed in class.

As part of the field work, students will participate in at least one community/union-based meeting or event such as Workers’ Memorial Day. Students will also visit a worksite and/or interview workers about their perspective on job hazards, controls, and relevant policy issues. Students will keep a log summarizing field work activities.

4. Midterm

Undergraduate students will submit a log of activities and a short paper (4 pages, double-spaced) summarizing field work activities, your reflections and analysis based on readings and discussion from class. At least two readings should be cited and integrated into the paper. Graduate students will submit a log of activities and a paper (8 pages, double-spaced) with an analysis of fieldwork experiences as informed by readings from the class. At least four readings should be cited and integrated into the paper. A summary of interviews (questions & themes) and/or site visits (key observations) should be attached to the paper.

5. Final paper

Students will apply information from the course and from their fieldwork to an analysis of a critical occupational health issue, focusing on a current policy debate, a specific occupation, or an industry. Papers should incorporate information from course readings, library research and an analysis of field work experiences. Undergraduate papers should be 8-10 pages double-spaced and should cite at least 4 references from the class syllabus. Graduate student papers should be 12-15 pages double-spaced, cite at least 6 references from the syllabus and include recommendations for a public health intervention to improve worker health (education program, public awareness campaign, community-based participatory research, policy change, or other).

Papers will be graded based on five criteria: 1. Analytical argument (paper should not be just descriptive), 2. Organization (clear structure, intro, conclusion, argument easy to follow), 3. Content (demonstration of knowledge, quality and creativity of research), 4. Citations and sources (adequate citations, number and diversity of sources, consistent formatting of citations and works cited), 5. Writing quality (basic writing skills, basic formatting such as page numbers, paper has been proofed before submitting)
**COURSE GRADE**

Course grades are based on successful completion of the following requirements.

**Graduate students:**

1. Class attendance, preparation and participation (20%)
2. Field work & log (20%)
3. Midterm paper, 8 pages (25%)
4. Final paper, 12–15 pages (35%)

**Undergraduate students:**

1. Class attendance, preparation, participation (20%)
2. Field work & log (20%)
3. Midterm paper, 4 pages (25%)
4. Final paper, 8-10 pages (35%)

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**Syllabus**

*Note:* Readings designated for a specific week should be read prior to that class session. Optional readings may be useful for people interested in exploring a particular topic in more detail for their final paper.

**Week 1 (Mar 30):  Lessons from the Past – History of Occupational Safety & Health**

1. Introduction & overview of course
2. History of occupational safety & health (Video clip: Song of the Canary)

Assignment: Readings for Week 2; Decide on fieldwork focus; Family work history

**Week 2 (Apr 6):  Workplace & Social Determinants of Health**

1. Historical trends: Health disparities (race, class, gender, immigrant status); The role of social movements
2. Intro to OSHA & NIOSH
3. Hazards, their recognition and regulation – Safety, Chemicals, Biological; Physical, Ergonomics, Stress & Work Organization
   - Video clip: Poultry workers at risk

Assignment: Readings for Week 3, Submit short plan for fieldwork (1/2 – 1 page)

*Readings for Week 2 (we will divide up the readings):*
• Skim Levy and Wegman, Chpt. 1, Occupational and Environmental Health: An Overview, pp. 3-20 (note especially Figures 1-7 and 1-8 on pp 11-12

• Levy and Wegman, Chpt. 2, “The social context of occupational and environmental health.” pp. 21-38


• Review historical timeline posted on course website. Select 3 historic incidents/events that you think are particularly important – from Abrams/timeline.

**Week 3 (Apr 13): Occupational Health & Safety Today - Scope of the Problem, Workplace & Societal Determinants**

1. The changing face of industry – contingent work, unionization
2. Scope of the problem: Limitations of OSH data; Underreporting

Assignment: Readings for Week 4, Begin fieldwork

**Readings for Week 3:**

• Levy & Wegman, Chapt. 31, “Disparities in occupational and environmental exposures and health.” pp. 641-650


**Optional:**


Week 4 (Apr 20):  **Science, Politics & Policy in the Occupational Safety & Health Arena**

1. The Two Faces of Cal/OSHA  
2. Science, Politics & Regulation - current standards, current controversies, role of the labor movement  
3. Weigh the evidence or wait for more evidence?

Assignment: Readings for Week 5; Continue fieldwork

**Readings for Week 4:**


**Optional:**


April 24 – Workers’ Memorial Day Event

**Week 5 (Apr 27):  Public Health Strategies: Community-based Research, Education, Organizing to Improve Worker Health**

1. Overview – Principles of popular education and community-based action research
2. Applying theory to reality: Panel of guest speakers from labor, community and youth organizations

**Assignment:** Readings for Week 6; Midterm papers due May 5

**Readings for Week 5:**


**Week 6 (May 4): Public Health Strategies (continued)**

1. Race, class, gender and power dynamics in occupational health and safety programs
2. Intervention strategies to prevent work-related injuries & disease

**Assignment:** Readings for Week 7; Review outline for final paper

**Readings for Week 6:**


**Graduate students select one** of the following:


Optional:


1. Behavioral-based health & safety programs
2. The health promotion, health & safety divide – Why does it exist? Is it justified?
   - Smoking & lung disease
   - Job stress, lifestyle & health outcomes

Assignment: Readings for Week 8; Draft outline due for final paper

**Readings for Week 7:**


1. Overview & Critique of Workers’ compensation system
2. Disparities in access to care – our fragmented system
3. Models for effective occupational health care
Assignment: Readings for Week 9; Work on final paper

Readings for Week 8:

- Levy & Wegman, Chpt. 4, “Legal remedies.” pp. 74-104

Optional:

- Shor, Glenn, “Low wage injured workers and access to clinical care: A policy analysis,” UC Berkeley Center for Occupational & Environmental Health, 2006


1. Environmental racism and the environmental justice movement
2. Bridging the Workplace-Community-Environment Divide: Case studies of conflict and alliances
3. Where does worker health and safety fit in the current trend towards green jobs?
   Environmental justice video clip

Assignment: Prepare 5 minute presentation of fieldwork/final paper

Readings for Week 9:

**Week 10 (June 1): Presentations/Final Projects**

5 minute presentations – feedback from class

**Final paper due Tuesday, June 8**

**TOPICS – FINAL PAPER**

**Option 1:**

Select an occupation/industry and examine the occupational health issues confronting workers in that occupation/industry.

- Describe workforce trends – Is this a growing occupation/industry? Is it geographically concentrated? Has globalization had an effect?
- Describe the structure of the industry & the workplace – Formal/informal sector? Unionized? Implications for worker health?
- What are the hazards and the health impact of exposure to those hazards? What research literature exists? What is known/not known?
- Describe the workforce – gender, race/ethnicity, immigrant & legal status, class. Do health disparities exist by race, gender, class within this industry? Between this industry and others?
- Describe the sociopolitical and economic context of worker exposure in the occupation/industry? What are social determinants of workers’ health outcomes?
- Are there government standards for the hazards in this occupation/industry?
- Recommendations for: research, education program, policy to improve working conditions/worker health

**Option 2:**

Select a particular issue; e.g. immigrant workers; access to health care for injured workers; adequacy of a worker health/safety regulation; effectiveness of Cal/OSHA enforcement; labor-environmental tensions and alliances; behavioral-based safety program; worker health and safety and disasters; public awareness, etc.

- Describe the social, political and historical influences on the issue you selected.
- What hazards and health problems are of concern? Do government standards exist to control the hazards of concern?
- Are particular groups of the workforce most affected? Is there evidence of health disparities by gender, race/ethnicity, gender, class?
- What is the role of labor, employers, government? How does each group approach the issue?
- Describe the particular impact in Southern California, using an example/case study based on your field work.
- Recommendations for: research, education program, policy change