

Poisoned Worlds

COURSE DESCRIPTION

This course will trace the historical importance of occupational and environmental diseases related to tobacco and food industries and chemical manufacturers. Also, it will outline the histories of traditional occupational hazards like asbestosis and mesothelioma, lead poisoning and other pollutants. Through the use of documents gathered in lawsuits, searches of medical and public health literature and other documentary sources students will evaluate historical debates about responsibility for chronic diseases and environmental damage. The scope of the course will include topics ranging broadly from global warming to obesity and low level lead poisoning, and PCBs. It will focus on the five decades since Silent Spring and the rise of environmental movement.

Central to the course will be investigating the uses of history in adjudicating responsibility for chronic conditions and environmental damage affecting men, women, children, workers and communities of color. It will at the ways history is used in the court and explore how historical information can be used to advocate for populations.

PREREQUISITES

P8773 – A Social History of American Public Health or permission of the instructor

COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Analyze the history of knowledge regarding dangerous pollutants
- Critically discuss the variety of legal documents that address responsibility for disease.
- Explain how historical knowledge can aid communities and individuals in quests for justice
- Utilize corporate internal documents in consumer court cases and education
- Appreciate the long history of debate over industrial and environmental damage.

ASSESSMENT AND GRADING POLICY

Student grades will be based on:

Class participation 10%

Seminar leadership..... 10%

Midterm progress report 20%

Presentation of findings..... 20%

Final paper..... 40%

Please see below for a detailed description of these assessments.

COURSE REQUIREMENTS AND STRUCTURE

This course will be run as a seminar. The first five weeks will be devoted to reviewing the literature and evaluating the uses and misuses of history in court cases. We will look at public debates over the role of industry in causing new conditions and diseases. The second four weeks will focus on four cases illustrating occupational and environmental issues that have ended up in court: Lead poisoning, asbestos-related diseases, tobacco and chemical pollution.

At midterm the students will meet with the instructor as a group[to report on progress in their projects. They will begin to plan for their final papers or presentation. They will also be required to develop timelines, bibliographies and a historical narrative on the evolution of knowledge about danger for a particular chemical, toxin, environmental pollutant or disease. the final weeks of the semester projects will be presented to the class. The groups will lead discussions and provide secondary and primary readings for the class to discuss.

It is expected that students will be using original (primary) source materials in developing their project. These will include legal documents provided through the instructor, law library or the like; on-line newspaper and magazine sources; library research for materials not accessible online and other research in such sources as Index Medicus or PubMed, depending on the decade, Readers Guide to Periodical Literature, engineering and scientific databases, etc. This work will be judged on the originality of sources, the accuracy of footnoting and bibliographic referencing and rigor of the narrative project. There will be no tolerance for plagiarism in any form and a high degree of importance will be placed on the referencing and identification of sources. It is expected that final projects will be completed in a timely manner. It is expected that there will be lively discussions and critiques throughout the semester.

Throughout the course students will be exposed to internal corporate documents developed through court cases. It will sensitize students to the ways in which public understanding of danger was shaped by corporate behavior through close inspection of a number of specific industries, among them: lead, chemicals, food, asbestos, and silica. Students will be given access to huge troves of primary, unfiltered documentary evidence through a website that will be developed. They will learn how to sort through this massive collection for information regarding the actions of industry when knowledge was developed about the danger of products. We will also discuss the virtues and drawbacks of so-called "digital history" and the era of "big data" and its implications for our work. (see: <http://www.nytimes.com/2012/02/12/sunday-review/big-datas-impact-in-the-world.html?pagewanted=all>)

This semester the projects will include the use of documents on atomic bomb manufacture and testing, asbestos-related diseases, chemicals such as PCBs, benzene and vinyl chloride, childhood lead poisoning, tobacco among others.

Examples:

atomic testing: <http://digital.library.unlv.edu/objects/nts> Fallout?

<http://digital.library.unlv.edu/ntsohp/?view=communities>

PCBs, MCA, benzene: chemical industry archives <http://www.chemicalindustryarchives.org/> Pollution? Disease?

deceitanddenial.org , toxicdocs.org

Tobacco Disease? Public Relations?

<https://industrydocuments.library.ucsf.edu/tobacco/>

Global Warming (company document sources?)

Session 1 – Introduction to History and the Courts

(Wed Jan 20, 2016 08:00 AM - 09:50 AM)

Goal: Introduction – the recent uses of history in contentious battles over the responsibility for illness. Watch Asbestos and Moyers video in class.

Learning Objectives: Students will be able to

- Describe the use of history as a framework for understanding current battles involving health and responsibility
- Identify ways of defining responsibility (ethically, legally, financially, etc.)
- Describe course requirements and expectations

Reading:

Rosner and Markowitz, "Trials and Tribulations of a Historian in the Courtroom," Law & Contemporary Problems

David Rothman, "Serving Clio and Client: The Historian as Expert Witness," Bulletin of the History of Medicine, 2003, pp.25-44.

Motion to Exclude Rosner; Response to Motion to Exclude

Jon Weiner, Chemicals, Cancer, and History, The Nation, 2006.

Assignment: Reading should be completed before classes begin

 [trials and tribulations law and contemporary problems.pdf](#)

 [Rothman History in Courtroom.pdf](#)

 [exclude Rosner as expert witness.pdf](#)

 [The Nation on the attack.pdf](#)

 [GMD Draft ROSNER - Pltf's Opp Motion 11.30 am - FINAL.pdf](#)

Session 2 – Arising Awareness of Environmental Pollution

(Wed Jan 27, 2016 08:00 AM - 09:50 AM)

Goal: To review the beginnings of the modern environmental awareness and social movements around occupational and environmental disease.

Learning Objectives: Students will be able to

- Define occupational and environmental disease
- Characterize modern environmental awareness
- Identify social movements focused on addressing environmental and occupational disease
- Describe the political, scientific, cultural, and intellectual environment that gave rise to these movements

Reading: Rachel Carson, Silent Spring (pp.5-51)

The Desolate Year (Monsanto, 1962)

Assignment in preparation for Week 8: Pick a primary document from the website's "Primary Source Exercise: Tetraethyl Lead" and analyze it as a historical document. Be prepared to discuss how it may be used, what types of information can you glean from it, how would you judge its worth and historical value, what you need to know about it to authenticate it and what new questions and issues emerge from the data in it.

Adopt a Poison:Chose group and a toxin/industry/issue to study for final paper.

 [monsanto attack on carson.pdf](#)

 [silent spring\(1\).pdf](#)

Session 3 - Industrialism in Modern America: Brief History of Labor and Health

(Wed Feb 03, 2016 08:00 AM - 10:00 AM)

Session 3: Industrialism in Modern America

Brief review Labor in America; working conditions, injuries and disease as issues.

Rosner and Markowitz, "The Early Movement for Occupational Safety and Health."

Selection from Beckert, Empire of Cotton

Rosner, "When Does A Worker's Death Become Murder?" AJPH, (2000)

Assignment: Watch (pick one) “The China Syndrome” (Bridges, 1979), “The Insider” (Mann, 1999), “A Civil Action” (Zaillian, 1998), “Erin Brockovich” (Soderbergh, 2000), “The Blob” (Yeaworth, 1958), “Silkwood” (Nichols, 1983), or another movie on environmental danger from the 70s through 90s before class.

 [when does a worker's death.pdf](#)

 [early movement for occupational safety and health.pdf](#)

 [cotton becker 1.pdf](#)

Session 4 – Case in Point: Childhood Lead

(Wed Feb 10, 2016 08:00 AM - 09:50 AM)

Goal: to evaluate the science and the uses of science (Case: Lead)

Learning objectives: Students will be able to

- Determine whether evidence is credible and conclusive
- Trace the trajectory of evidence from the “lab bench” to popular dissemination, including uses of media and industry’s campaigns
- Compare industry’s uses of science with those of the scientific community

Reading:

Markowitz G, Rosner D. *Deceit and Denial: The Deadly Politics of Industrial Pollution*, Chapters 2 - 3 (pp. 36- 107)

Markowitz G, Rosner D. *Lead wars*, chapters 1 and 2.

Vielmetti, B. "Milwaukee County judge's ruling could result in more lead paint lawsuits." Journal Sentinel. March 27, 2014. <http://www.jsonline.com/news/milwaukee/milwaukee-county-judges-ruling-could-lead-to-more-lead-paint-lawsuits-b99234358z1-252679151.html>.

Young A. Long-gone lead factories leave poisons in nearby yards. USA Today Posted 4/19/2012 and Updated 4/25/2012: <http://www.usatoday.com/news/nation/story/2012-04-19/smelting-lead-contamination-overnment-failure/54399578/1>

Young A, Eisler P. Some neighborhoods dangerously contaminated by lead fallout USA Today. Posted 4/20/2012: <http://www.usatoday.com/news/nation/story/2012-04-20/smelting-lead-contamination-soil-testing/54420418/1>

Flint Michigan:

<http://www.cbc.ca/radio/thecurrent/the-current-for-january-22-2016-1.3414983/flint-s-water-crisis-reflects-history-linking-lead-levels-to-race-and-poverty-1.3415059>

<http://www.marketplace.org/2016/02/01/health-care/lead-may-be-biggest-childhood-epidemic-us>

Session 5 - Final Projects 1

(Wed Feb 17, 2016 08:00 AM - 10:00 AM)

Research Projects

In the first two classes students will join one of four groups collectively researching a topic in environmental or occupational disease. During this session each group will meet for one half hour with the instructor to discuss their topic. A brief outline (1-2 pages) detailing

ideas, sources and questions to be addressed will be focus.

Assignment: Collectively write a 1-2 page statement of your questions, sources and ideas regarding the research project. Detail the responsibilities of each member of the group. In general, one person should be assigned to research the popular historical literature (newspapers, magazines,) another should create a bibliography of the professional literature that addresses the issue and two students should research the unpublished on-line materials. At this first meeting, the group should outline their individual and collective responsibilities.

Suggested topics:

Atomic/nuclear weapons/energy

Food Politics

Tobacco

Benzene

DDT/PCBs

Global Warming

Session 6 – The Case of Tobacco

(Wed Feb 24, 2016 08:00 AM - 09:50 AM)

Goal: To explore the evolution of industry's response to growing environmental and occupational movements and awareness in the 1970s. Focuses on tobacco.

Learning Objectives: Students will be able to

- Characterize the nature of industry's response to growing environmental and occupational movements
- Assess interplay of industry and awareness in the 1970s, noting impacts on one another
- Locate tensions within industry and between industry and socially/environmentally aware movements
- Examine the tobacco industry as an illustration of the above

Reading:

Brandt AM. *The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product that Defined America*, Read chapter 13 and Epilogue (pp. 449-505)

Proctor R. *Golden Holocaust: Origins of the Tobacco Catastrophe and the Case for Abolition*. University of California Press, 2011. Introduction, pp 13-23; Chapters 16 – 17 (pp. 253 – 300)

Oreskes, Merchants of Doubt

Suggested Reading:

Farrelly MC, Davis KC, Haviland ML, Messeri P, Heaton CG. Evidence of a dose-response relationship between "truth" antismoking ads and youth smoking prevalence. *Am J Public Health*. 2005 Mar;95(3):425-31.

Landman A. Stanford Historian Robert Proctor vs. R.J. Reynolds: A Lot on the Line. PR Watch, 2009. <http://www.prwatch.org/node/8664>

 [Oreskes.pdf](#)

 [Golden Holocaust.pdf](#)

 [The Cigarette Century.pdf](#)

Session 7 - From Occupational to Environmental Disease: The Case of Tetraethyl Lead

(Wed Mar 02, 2016 08:00 AM - 08:00 AM)

This class will focus on the original tetraethyl lead materials that are provided. It will examine how to use primary materials in composing a historical argument about danger, responsibility and environmental damage.

Readings:

Primary documents on the crisis of leaded gasoline in the 1920s. (Go to: Files & Resources and look on the "Example Projects folder for "TEL Exercise.")

Chapter 1 in [Deceit and Denial](#).

Suggested for post-class review:

Rosner and Markowitz, "Gift of God" [AJPH](#),

 [gift of god.pdf](#)

Session 8 – A Look at Classic Dust Diseases

(Wed Mar 09, 2016 08:00 AM - 09:50 AM)

Goal: To explore corporate documents – II (Case: Silicosis and Asbestosis)

Learning Objectives: Students will be able to

- Analyze ways in which “inconclusive” data can be manipulated by industry
- Evaluate how industry responds to evidence unfavorable to their intents and practices

Reading:

Rosner and Markowitz, [Deadly Dust](#), Chapters 1-4.

Markowitz and Rosner, "Unleashed on an Unsuspecting World," [AJPH](#) April, 2016.

Assignment: Compare the data with the reading. Read depositions and court transcripts provided.

 [AJPH.2015.303023 2.pdf](#)


 [Yale meeting on asbestos honorary degree 2016.pdf](#)













 [Matthew Swetonic 3-23-2012 Ex. 01.pdf](#)

 [Matthew Swetonic 3-23-2012 Ex. 02 ACPA December 1969.pdf](#)

 [Matthew Swetonic 3-23-2012 Ex. 02 ACPA November 21 1969.pdf](#)

 [Matthew Swetonic 3-23-2012 Ex. 03 Env Health Task force october 1970.pdf](#)

 [Matthew Swetonic 3-23-2012 Ex. 04 Review of Medical Literature 1974.pdf](#)

-  [Matthew Swetonic 3-23-2012 Ex. 13 Asbestos in women coats 1971 3rd.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 08 AIA Re OSHA June 1972.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 11 AIA Re Selikoff May 1971.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 14 asbestos in coats april 1972.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 12 AIA Asbnestos in Womens Coats June 1971.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 16 AIA april 1973.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 19 New York Spraying april 1971.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 20 Board Minutes May 1973.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 21 OSHA Hearing March 1972.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 22 Why Asbestos 1973.pdf](#)
-  [Matthew Swetonic 3-23-2012 Ex. 26 Asbestos and Health 1971.pdf](#)
-  [SWETONIC MATTHEW 20120322 VOL 1 - Annotated PDF \(Mini\).pdf](#)

Session 9 -- Student Research Project

(Wed Mar 23, 2016 08:00 AM - 08:00 AM)

Session 9 -- Student Research Project

Groups will present their research. The first hour will be oral and visual presentation. The next 45 minutes will be class discussion and discussion of relationship[to issues identified in the readings and in class.

Each group will identify a secondary and primary reading for the other students in the class.

Session 10-13 -- Student Research Projects

(Wed Mar 30, 2016 08:00 AM - 08:00 AM)

Session 10-13 -- Student Research Project

Groups will present their research. The first hour will be oral and visual presentation. The next 45 minutes will be class discussion and discussion of relationship[to issues identified in the readings and in class.

Each group will identify a secondary and primary reading for the other students in the class.

Session 14 – Evaluating Danger: A Review of the Course

(Wed May 04, 2016 08:00 AM - 09:50 AM)

Goal: Review of the history of industry, history and the uses of the courts.

Learning objectives: Students will be able to

- Analyze legal action as a corrective to industry’s influence, noting where the legal system may be complicit in corporate behavior

Reading:

Bullard RD, ed., *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*, San Francisco: Sierra Club, 2005, Chapter 1, “Environmental Justice in the Twenty-First Century.”

Cohen MJ, Comrov A, Hoffner B. The new politics of consumption: promoting sustainability in the

marketplace. Sustainability: Science, Practice & Policy 2005;1(1):58-76. available at: http://sspp.proquest.com/static_content/vol1iss1/0410-011.cohen.pdf

Guay T, Doh JP,(2004) Sinclair G. Non-governmental Organizations, Shareholder Activism, and Socially Responsible Investments: Ethical, Strategic, and Governance Implications. *Journal of Business Ethics* 52: 125–139. Available at: <http://www.jstor.org/stable/25075237>

Jones P, Comfort D, Hillier D. Anti-corporate retailer campaigns on the internet. *International Journal of Retail Distribution Management* Accessed January 15, 2009. 2006;34(12):882–891. Available at: <http://dx.doi.org/10.1108/09590550610714611>

Assignment: presentations

Supplemental - “Better Living Through Chemistry” – The Emergence of a Synthetic Environment

Goal: to understand the impact of modern production on environmental health (Case: Chemicals)

Learning objectives: Students will be able to

- Apply a human rights perspective to analyze environmental justice
- Assess the impact of modern production practices on environmental health

Reading:

Theo Colburn, Dianne Dumanoski, and John Myers, Our Stolen Future: Are We Threatening our Fertility, Intelligence, and Survival? A Scientific Detective Story, pp.1-67.

Markowitz G and Rosner D, *Deceit and Denial: The Deadly Politics of Industrial Pollution*, Chapter 6 and 7 (pp. 168-233)

Vogel SA. “The Politics of Plastics: The Making and Unmaking of Bisphenol A ‘Safety,’” *American Journal of Public Health*, 2009; 99 (Supplement 3), S559 - S566. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2774166/>

Suggested:

Sarah Vogel, Is It Safe? The Struggle to Define Chemical Safety, (University of California Press, 2013).

Entine J. “BPA: DOA?” *The Environmental Forum*, Nov./Dec. 2010, p. 24 - 30, available at: <http://www.aei.org/article/energy-and-the-environment/bpa-doa/>

Hurley A. *Class, Race, and Industrial Pollution in Gary Indiana, 1945-1980*, Chapel Hill: University of North Carolina Press, 1995, Chapters 1 and 6;

*Woodhouse EJ, Howard J. Stealthy Killers and Governing Mentalities: Chemicals in Consumer Products, in Merrill Singer and Hans Baer, eds., *Killer Commodities: Public Health and the Corporate Production of Harm*, pp. 35-66.

Assignment: Write short papers.

Supplemental Topics– A Case in point - Autos

Goal: To understand the impact of massive technological change on the environment.

Learning objectives: Students will be able to

- Describe how technology impacts the environment
- Characterize the environmental impacts of massive change, such as in transit, on the environment
- Assess impacts on health when technological changes

Markowitz G, Rosner D. *Deceit and Denial: The Deadly Politics of Industrial Pollution*, Chapters 1 (pp.12- 35)

Whitt J, Yago G. Corporate Strategies and the Decline of Transit in U.S. Cities. *Urban Affairs Review* 1985 21: 37-65.

Windsor D. Comment on Whitt and Yago," Corporate Strategies and the Decline of Transit in U.S. Cities. *Urban Affairs Review* 1987 22: 617-24.

Assignment: prepare for public presentation of findings

Supplemental Topics– Oil, Autos and Death

Goal: presentation of findings

Learning objectives: Students will be able to

- Present their findings
- Justify interpretations and analysis

Reading: Bedsworth L. Climate Change Challenges. Vehicle Emissions and Public Health in California. Public Policy Institute of California, 2010. http://www.ppic.org/content/pubs/report/r_310lbr.pdf

Cohen L. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*, New York: Vintage, 2003, pp. 345 – 395.

Cooper PJ, *The War Against Regulation: From Jimmy Carter to George W. Bush* Lawrence: University of Kansas Press, 2009, Chapters 1 and 5.

Larson C. China's Ma Jun on the Fight To Clean Up Beijing's Dirty Air Environment 360, April 2012. http://e360.yale.edu/feature/chinas_ma_jun_on_the_fight_to_clean_up_beijings_dirty_air/2515/

Mindell J. Lessons from tobacco control for advocates of healthy transport. *J Public Health Med.* 2001 Jun; 23(2):91-7. <http://jpubhealth.oxfordjournals.org/content/23/2/91.long>

Assignment: prepare for public presentation of findings

Supplemental Topics- Uses of Scientific Uncertainty

Goal: to look at the public health implications of scientific uncertainty

Learning objectives: Students will be able to

- Assess the impact of special interests and industrial bias on public health research
- Analyze corporate attempts to undermine evidence and research communities by emphasizing doubt

- Assess the extent to which doubt is exaggerated by industry

Reading:

David Michaels, Doubt is their Product, (Oxford University Press, 2008), pp. 3-78.

Oreskes, Merchants of Doubt

McGarrity and Wagner, Bending Science: How Special Interests Corrupt Public Health Research, (Harvard University Press, 2008), pp. 1-156.

Assignment: Look through public and industry documents that will be provided through Web resources.

 [Doubt is their product.pdf](#)

 [wagner bending science.pdf](#)

Supplemental Topics – Who Controls the Evidence?

Goal: to examine the wars over science

Learning Objectives: Students will be able to

- Characterize industry's influence on occupational and environmental health
- Identify mechanisms by which industry exercises this influence
- Locate historical contests to manage or interpret evidence
- Explain the process of identifying when evidence is clear or adequate

Reading:

Markowitz and Rosner, Deceit and Denial, pp.168-233.

Assignment: Use <http://www.chemicalindustryarchives.org/> and develop a short bibliography of primary materials on the historical knowledge of vinyl chloride's dangers.

Supplemental Topics– Crises in the Environment

Goal: To begin to examine the history of toxic industries; to learn how to develop the “biography of a toxin.”

Research Resource:

The URL is www.sms6785.org The password is: P0ison6785org (note the "0")

Learning Objectives: Students will be able to

- Analyze history of toxic industries
- Summarize development of a toxin through a historical period
- Examine high-risk work-processes, job categories, or industries

Suggested Reading:

A Bug in the System, The New Yorker, Feb 2, 2015, pp. 30-35.

Dupont Pollution Case -- NY Times

Flint, Michigan Editorial

Assignment: Identify another environmental pollution case through newspapers, magazines or other sources. Be prepared to discuss with class.

 [The New Yorker, Feb 02, 2015.pdf](#)

 [Dupont pollution case the-lawyer-who-becam times.pdf](#)

 [drosner_201515115_2nd_proofCXs.pdf](#)

DRAFT - Session 8 -- Meeting on Final Projects 2**Session 9: Meeting on Final Projects**

This session will be to review the research projects to date. By this time, each of the groups should have a detailed outline, list of source materials, and summaries/drafts of sections.

Supplemental Topics – Corporations and Consumers- Food

Goal: to examine the food industry as a different framework for understanding corporate behavior and public health

Learning Objectives: Students will be able to

- Apply past skills and knowledge to analyze the food industry as an example of corporate behavior with regard to public health
- Identify the unique characteristics of the food industry that impact health
- Trace the historical development of the food industry and its emergence in the 20th century

Reading:

Pete Daniel, Toxic Drift: Pesticides and Health in the Post-World War II South, pp.1-84.

Ludwig DS, Nestle M. Can the food industry play a constructive role in the obesity epidemic? JAMA. 2008;300(15):1808-11.

Marion Nestle, Food Politics, Intro and Conclusion, U of Cal Press.

Marion Nestle, Safe Food, pp. 1-112.

Suggested:

Brownell KD (2012) Thinking Forward: The Quicksand of Appeasing the Food Industry. PLoS

Med 9(7): e1001254. doi:10.1371/journal.pmed.1001254 <http://www.ploscollections.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001254;jsessionid=415D7371022EF9730DDBC7204FBAC5AC>

Stuckler D, McKee M, Ebrahim S, Basu S (2012) Manufacturing Epidemics: The Role of Global Producers in Increased Consumption of Unhealthy Commodities Including Processed Foods, Alcohol, and Tobacco. PLoS Med 9(6): e1001235. <http://www.ploscollections.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001235;jsessionid=415D7371022EF9730DDBC7204FBAC5AC>

Stuckler D, Nestle M. Big Food, Food Systems, and Global Health. PLoS Med

2012; 9(6): e1001242. doi:10.1371/journal.pmed.1001242 <http://www.ploscollections.org/article/citationList.action?articleURI=info%3Adoi%2F10.1371%2Fjournal.pmed.1001242>

Hawkes C. Regulating and litigating in the public interest: regulating food marketing to young people worldwide: trends and policy drivers. *Am J Public Health*. 2007;97(11):1962-73. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2040356/pdf/0971962.pdf>

Sinclair, U. *The Jungle*, New York: Simon and Schuster, 1906, 2004. Pp. 27-52; 90-102; 112-122; 151-161; 165-167 (Chapters 2-3, 7, 9, 12-13(2nd half of 12 and first half of 13); and 1st 3 pages of Chapter 14.

Levenstein, *Revolution at the Table: The Transformation of the American Diet*. Pp. 30 – 43; 147-160.

Levenstein H. *Paradox of Plenty A Social History of Eating in Modern America*. University of California Press, Berkeley, Revised Edition, 2003, pp. 131-143, 178-194, 256-267.

Yach, D., Feldman ZA, Bradley DG Khan M. 2010. Can the food industry help tackle the growing global burden of undernutrition? *American Journal of Public Health* 100.6: 974–980.

Assignment: preliminary drafts of final project.

Supplemental Topics – When Industry Learns Bad News

Goal: To explore corporate documents – I

Learning Objectives: Students will be able to

- Analyze ways in which “inconclusive” data can be manipulated by industry
- Evaluate how industry responds to evidence unfavorable to their intents and practices

Reading:

Various primary documents from environmental and occupational court cases and corporate archives. A website will be developed where students can browse the material themselves and develop an analysis on their own. The website will be a simple format with a 4x4 table, with tiles representing sets of corporate documents. The PCB tile, for example, will download a collection of PCB documents to the student's computer. There will also be a full text search feature for each module.

Assignment: Develop a short preliminary analysis of the data provided.