

Abstract

Social systems and human behavior have exacerbated, if not caused the devastation that results from epidemics, wildfires, and other natural events. The devastation of “natural” disasters is indicative and evidentiary of the inequality of our social, political and economic systems. We are experiencing the outcome of myopic value systems framed in singular motives for land use and disregard for health. As a result, we have exacerbated the severity of ‘wild’ fires, and the devastation of disease and other health problems.

The devastation of seemingly natural phenomena has firm roots in social and economic inequality. Perpetuated inequality, is tied to the lack of perspective and narrow frameworks of research and pedagogical orientations for broader and inclusive knowledge systems. Critical interdisciplinary values raise awareness of hierarchical learning systems and myopic generations of research and learning. We should look carefully into the values of interdisciplinary scholarship and research to find improvements in setting a framework for expanded, inclusive scholarship and learning.

This exploration will examine the narrow knowledge systems that prepare our public health and urban planning professionals. It is a critical review of epistemic shortcomings that shape curricular programing and ultimately, shortcomings in public planning for human and environmental health outcomes.