



ENV H 205

Environmental Health in Media

Spring 2015

Course Website: <https://canvas.uw.edu/courses/965162>

Class: Wednesdays, 10:30 AM - 12:20 PM,
Odegaard Undergraduate Library, Active Learning Classroom (ALC) 136

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Course Description

This class will examine environmental factors that affect human health through the use of popular film and visual media. We will explore how scientific issues related to health and the environment are embedded in a cultural matrix that involves ethical, legal and social concerns. We will evaluate how science and scientific information are portrayed in these films, and how the perspective of filmmakers and documentarians can influence the public's interpretation of environmental health issues. In an active learning format, we will discuss questions such as: What real-world events prompted the making of the film? What scientific issues are central to the film? What has happened since the film was made? How did the film affect our society's thinking about environmental health hazards?

Learning Objectives

1. Describe how cultural and economic differences can affect human health.
2. List the routes of human exposure to environmental pollution.
3. Describe how pollutant properties determine their fate in the environment.
4. Recognize bias in a film-makers perspective and contrast their perspective with evidence from the opposing argument.
5. Identify key diseases responsible for mortality globally and associate them with environmental health problems or specific pollutants.
6. Outline the US regulatory framework that protects the public from exposure to environmental pollution and occupational hazards.
7. Explain how scientific evidence is used in legal disputes related to environmental contamination.
8. Describe the role of the media in the presentation of environmental health risks.

Schedule

Week	Date	Film (Year)	Theme	Speaker
1	April 1		Introduction	Onstad
2	April 8	Even the Rain/También la lluvia (2010)	Water Resources	Onstad
3	April 15	The China Syndrome (1979)	Nuclear Energy	Fenske
4	April 22	Promised Land (2013)	Hydrofracturing	Onstad
5	April 29	A Civil Action (1996)	Cancer Cluster	Fenske
6	May 6	The Lorax (2012)	Deforestation	Onstad
7	May 13	Erin Brockovich (2000)	Chromium	Fenske
8	May 20	Contagion (2012)	Emergency Preparedness	Dave Nichols
9	May 27	The Insider (2002)	Tobacco	Fenske
10	June 3	Under the Dome (2015)	Air Pollution	Onstad

Student Roles for Group Work

Students will sit at **10 Tables of 8-9 students** and work on **Discussion Questions** as a group. Each student will rotate through the roles as we move through the course, so that each student will have the opportunity to play each role at least once. A schedule of assigned roles can be found on the Canvas site Modules page, and will be updated within the first week of class. The perspective of each role is defined here through key questions and tasks:

- **Film Critic (2 students)**
 - What real-world events prompted the making of the film?
 - Review the history of the environmental health theme in the film
 - Discuss the ability of the writers/directors/actors to communicate the issues effectively
- **Scientist (2)**
 - What scientific issues are central to the film?
 - Explain the science behind the film and distinguish between fact and fiction
- **Media Correspondent (2)**
 - What has happened since the film was made?
 - Discuss the media's response to the environmental health issues in the film
- **General Audience (1-2)**
 - How did the film affect our society's thinking about environmental health hazards?
 - Provide feedback from the general public and address ethical issues
- **Presenter (1)**
 - Organize and present 4 min slide show to the entire class

Student Responsibilities

Prior to class

1. Read the **Discussion Question** assigned to your group and keep it in mind as you...
2. Watch the assigned **Film** listed in the **Schedule** above (see **Viewing Films**)
3. Read the assigned **Article**
4. Take the **Pre-Class Quiz** based on the **Article**
5. If you have one of the **Starring Roles (Film Critic, Scientist or Media Correspondent)**,
 - a. Find 1-3 references to address the **Discussion Question** from the point of view of your role and prepare one PowerPoint Slide in preparation for class discussion
 - b. Film Critic: <http://guides.lib.washington.edu/cinemaStudies>
 - c. Scientist: <http://webofknowledge.com/WOS> or <http://guides.lib.washington.edu/environment>
 - d. Media Correspondent: <http://guides.lib.washington.edu/commstudies>

During class (see Typical Class Session)

1. Use your registered **Clicker** to answer 3-5 questions based on the film
2. Work with other students who have your same role to answer the **Discussion Question**
3. If you are the **Presenter**
 - a. Organize a 4 minute PowerPoint presentation (or other format designated by instructor) to address the **Discussion Question** with input from your group members
 - b. Represent your group and give to presentation to entire class
 - c. Submit the PowerPoint presentation via Canvas
4. Peer review of presentations (on a 4 point scale) administered via Clicker or Catalyst link

After class

1. If you have one of the **Starring Roles (Film Critic, Scientist or Media Correspondent)**,
 - a. Write a **Short Essay** (200-400 words, 12 point font, 1.5 spacing) addressing the **Discussion Question** from the perspective of your assigned **Role**
 - b. Include a **Bibliography** for your 1-3 references and cite them using the Quick Cite tools (<http://guides.lib.washington.edu/quick-cite>) and format of [Chicago Author-Date](#).
Always include a web address if the reference was accessed online.

Typical Class Session

Prior to class, students are required to watch a film, read article(s), and complete pre-class quiz

10:30-10:35am	Quiz on film content administered with Clickers (5 min)
10:35-11:00am	Instructors will present overview of film and assigned questions, with some clips from film or other media response or video conference with experts in the field (25 min)
11:00-11:40am	Groups will address one of 5 Discussion Questions and generate a PowerPoint presentation (or flowchart drawn on white board writing surface, as designated by instructor) summarizing their discussion. Each group will press their call button when they have finished preparing their presentation (40 min).
11:40am-12:20pm	Group Presenters will take turns giving 4 minute presentations to the entire class and responding to questions from the audience. The presentation can include a one minute video clip from film or other source, but not required (40 min).

Viewing Films

Hard copies of the films will be on course reserve in the Suzzallo/Allen Media Center

<http://www.lib.washington.edu/media/>. Students can check out one course reserve film at a time for 4 hours. The films are library use only. They recently opened a new space called the mediArcade that has viewing stations where up to 8 people can view a film at a time. Additional information [here](#). They also have individual viewing stations outside the Media Center Desk.

Alternatively, students may rent the films at their own expense using the following links:

- Even The Rain --- <http://www.canistream.it/search/movie/even%20the%20rain>
- The China Syndrome --- Available to rent on to rent on Amazon, iTunes, YouTube, etc
- Promised Land --- <http://www.canistream.it/search/movie/Promised%20Land>
- A Civil Action --- <http://www.canistream.it/search/movie/civil%20action>
- Dr Seuss' The Lorax --- Available to rent on to rent on Amazon, iTunes, YouTube, etc
- Erin Brockovich --- <http://www.canistream.it/search/movie/Erin%20Brockovich>
- Contagion --- <http://www.canistream.it/search/movie/Contagion>
- The Insider --- <http://ffilms.org/the-insider-1999/>

The last film is freely available on YouTube with English subtitles

- Under the Dome --- <https://www.youtube.com/watch?v=T6X2uwlQGQM>

Assignments

Individual assignments will be given point values relative to a total 200 points for the quarter.

Note: There is neither a final exam nor a final project required for this course.

2%	Surveys	Multiple choice and short answer questions related to previous coursework and mid-quarter course assessment
9%	Pre-Class Quizzes	Multiple choice questions to address required reading related to film.
9%	Clicker Questions	Multiple choice questions to address required film and assess attendance/participation.
20%	Presentations	Oral presentation to group/class with peer review assessment
60%	Short Essays	200-400 words in a written response to Discussion Questions from the perspective of the assigned student role (for 6 out of 9 films)

Grading

Throughout the quarter, performance can be estimated using the following 4.0 grading scale:

%	Grade	%	Grade	%	Grade	%	Grade
100	4.0	90	3.5	80	2.5	70	1.5
99	4.0	89	3.4	79	2.4	69	1.4
98	3.9	88	3.3	78	2.3	68	1.3
97	3.9	87	3.2	77	2.2	67	1.2
96	3.8	86	3.1	76	2.1	66	1.1
95	3.8	85	3.0	75	2.0	65	1.0
94	3.7	84	2.9	74	1.9	64	0.9
93	3.7	83	2.8	73	1.8	63	0.8
92	3.6	82	2.7	72	1.7	62	0.7
91	3.6	81	2.6	71	1.6	61	0.7
90	3.5	80	2.5	70	1.5	60	0.7

At the end of the quarter, a curve may be applied to the course grades. When the curve is applied, your grade will only improve. An approximate guide that we use for curving the grades is available here: <https://depts.washington.edu/grading/practices/guidelines.html>.

Attendance and Class Participation

Students are expected to attend all classes. We will grade class participation with clickers. Prior to the first day of class, you will need to purchase a Turning Technologies clicker and register it on our course website. We will begin counting clicker points on the 2nd day of class (Wednesday, April 8). All classes will have clicker questions. Scores will be based partly on participation, partly for correct answers. It is your responsibility to make sure your clicker is working; check your clicker scores on canvas regularly.

Absence Policy

While attendance at all discussion sessions is required, we understand that extenuating circumstances may arise. Valid excuses for missing class include a) participation in an official school activity (e.g., athletic event) or b) illness with valid doctor's note. All other situations will be handled on a case-by-case basis. If the absence is planned, a written notice (via email) must be submitted to the instructors no less than one week prior to the discussion session (earlier is better). If the absence is unforeseen, a written explanation must be submitted within one week of returning to school.

Late Assignment Policy

We expect that all assignments be turned in by the deadline indicated on the course website. If an assignment is turned in late, it is subject to a 10% per day grade reduction (e.g., the score on a 3-day-late assignment will be reduced by 30%). If the assignment is late due to an unforeseen emergency, an explanation is required in writing (via email), and will be considered on a case-by-case basis.

Academic Accommodations

We welcome the opportunity to work with students with disabilities and to help them be successful in this class. To request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 011 Mary Gates, uwdrs@uw.edu, 206-543-8924 (V/TTY). If you have a letter from DRS indicating that you have a disability which requires academic accommodations, please present the letter to the Gretchen Onstad (gonstad@uw.edu) so we can discuss the accommodations you might need in the class. Academic accommodations due to disability will not be made unless the student has a letter from DRS specifying the type and nature of accommodations needed. For additional information, see [Statements to Ensure Equal Opportunity and Reasonable Accommodation](#), and <http://depts.washington.edu/uwdrs/>

Academic Honesty and Integrity

SPH 381 students are expected to hold themselves to the standards of the Student Code at all times. Cheating of any kind will not be tolerated. This includes **plagiarism**, which is using someone else's work, answers, phrases or sentences and calling them your own. All cases of suspected or confirmed cheating will be handled according to the University of Washington Student Code. In addition to earning a grade of zero on the assignment or exam, all cases will be referred to the University Disciplinary Committee.

Students are expected to reference all work and give appropriate attribution for all materials cited, including any reference to websites or articles. More info at: <http://depts.washington.edu/grading/conduct/index.html>. In addition, we recommend the following online tools to help you avoid plagiarism:

1. **Turnitin** is activated on all of your writing assignments. As soon as you submit your assignment, you can view the score. Please use this tool and resubmit your assignment if you are not happy with the Turnitin score. We will scrutinize scores with >30% similarity to online sources.

2. Watch "Getting Real About Plagiarism," the 7-part video by Assistant Professor of English, Leisha Stolt, at Ivy Tech Community College, available at https://www.youtube.com/watch?v=m0GJ_bErmRc
3. Read the Purdue University Online Writing Lab website to learn more about "Avoiding plagiarism."
 - a. Overview and Contradictions: <http://owl.english.purdue.edu/owl/resource/589/1/>
 - b. Is it Plagiarism Yet?: <http://owl.english.purdue.edu/owl/resource/589/02/>
 - c. Safe Practices: <http://owl.english.purdue.edu/owl/resource/589/03/>
4. Take the "Plagiarism Self Test," by Western Carolina University: <http://www.wcu.edu/11869.asp>
5. Use the UW Writing Center and Librarians as tools for improving your writing and finding credible resources for your written assignments.

Writing Center one-on-one tutoring: <http://depts.washington.edu/owrc/signup.php>

Librarian appointment scheduler: <http://lib.washington.libcal.com/booking/owrc>

In addition, for English as a Second Language students, the UW Bothell Writing Center has created an online resource for writing (ESL Student Handbook), with a special section addressing Academic Integrity and Plagiarism: <http://www.bothell.washington.edu/wacc/for-students/eslhandbook>