

# Course Syllabus

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**ENVH 473 (Spring 2017, 3 credits)**

**Course Title:** Environmental Health Policy & Practice

**Course Times:** MW 10:30-11:50am

**Course Location:** HST 531E

## Instructor

Nicole Errett, PhD, MSPH

Lecturer, Department of Environmental & Occupational Health Sciences

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All email messages will be responded to within 24 hours (except 3/29-4/9).

**Office hours:** By appointment

**Course website:** <https://canvas.uw.edu/>

**Course Description:** This course will explore how environmental health problems are controlled in the United States by examining the policies and practices of environmental health. We will look at how various government programs are established, organized, and operated to prevent or control hazards in the community, and the legal and regulatory framework behind them.

## **Learning objectives:**

1. Describe the historical, political and legal basis of the major environmental health programs in the U.S.
2. Discuss the roles of federal, state, and local legislatures, courts, and executives in the environmental health-related policy making process
3. Assess jurisdictional environmental health issues and priorities
4. Develop strategies and approaches to address environmental health issues

## **Course overview and format:**

The course will begin by introducing students to the U.S. policy making process and key considerations and tools in policy development, including economics and public interest, through readings, documentaries, lecture, and discussion.

The course will go on to apply these concepts in the use of policy to address key environmental health issues. Course sessions and readings will explore key environmental policy (i.e., legislation, regulations, or judicial opinion) on select environmental health issues of international concern. The associated class sessions will typically include a lecture that introduces the environmental health problems of interest and the policy solutions used to address these problems. The roles and responsibilities of federal and state governments in the implementation of the policy solutions will be discussed. Lectures will be followed by a small group activity, such as a discussion or case briefing activity. Students will experience the environmental policy process in real time by attending a public meeting on an environmental health policy topic of their choice.

In the last part of the course, students will be introduced to environmental health practice at the local, state and national levels. Students will identify and describe real-world environmental health challenges faced by practitioners in local communities, develop evidence-based solutions to address these issues, and practice developing budgets to support the implementation of programmatic solutions through in course activities. Students will further refine these skills through a briefing memo assignment.

Students will be evaluated based on active participation in course sessions (including “class on your own,” see *Course Activities* for more information), three pop quizzes on required readings, attendance at and summarization of a public meeting on an environmental health policy topic of their choice, a briefing memo assignment, and a final exam.

### **Course Activities:**

Class sessions will be formatted to include a combination of lecture and discussion or small group activity. Active participation in all of the following activities will be assessed as part of the student’s Participation grade for the course:

#### *Documentary Viewing and Canvas Discussion Board:*

During the second week of the course, students will watch *Frontline: The Climate of Doubt* in lieu of coming to class (publicly available on the PBS website) and respond to questions posed by the instructor on a discussion board on Canvas. Informed response to the question will be used to assess participation for this sessions. Additional instructions will be available on Canvas. Moreover, student understanding of concepts presented in the documentary may be assessed through in-class quizzes and the final exam.

#### *Case Briefs:*

Students will be asked to read a case during or prior to coming to class. In small groups, students will discuss the case and its implications. On occasion, a group may be asked to present their discussion/findings to the rest of the class.

#### *Community Environmental Health Assessment Exercise*

In small groups, students will explore publicly available data and information on key environmental health issues and the structure of local environmental health programming. Over the course of several class sessions, students will work together to identify and describe an issue of significant concern, propose and evaluate programmatic solutions, and develop a budget for implementation of one solution.

#### *Career Panel Discussion:*

At the end of the course, students will have the opportunity to explore diverse career opportunities in environmental health policy and practice through interaction with real-world practitioners in a career panel. Students will be asked to prepare questions in advance to stimulate discussion with the panel. Panelist biographies will be available on the course website.

#### *Guest Presenters:*

When appropriate, a subject matter expert may be asked to present a topic to the course. Students are encouraged to engage these special guests through discussion and questioning. Students may be asked to prepare questions for guest presenters in advance of the course sessions.

### **Course requirements:**

Each student will be expected to:

- Prepare for each class session by completing assigned readings and participate actively in course discussions and activities.
- Attend a public meeting on an environmental health topic of his/her choice and summarize his/her experience.
- Develop a briefing memo that describes an environmental health problem and proposes and evaluates solutions.
- Complete three “pop” quizzes on required readings.
- Complete a comprehensive final exam.

#### Course preparation and participation

Students are expected to actively engage in discussions and participate in exercises and activities. The instructor will evaluate effort, quantity and quality of engagement.

Completing the required reading with the session prior to class can enhance informed engagement. There will be three in class quizzes to assess student’s comprehension of the required readings. The following textbook is required:

Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

**Free online access of this required text is available through the UW Libraries.**

The following textbook is optional:

Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

Additional required readings will be provided through the library or on the Canvas Site.

Students are expected to come to class on time, refrain from packing up belongings before class ends, give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep comments and questions relevant to the topic at hand.

Laptops should be brought to class for occasional activities. Laptops and electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might create a disruption in class should be turned off.

#### Public Meeting Assignment

Students will be asked to attend a public meeting on an environmental health topic of their choice and summarize their experience. A list of eligible meetings in the Seattle area is included in the assignment description. Students may elect to attend an alternative meeting with advance approval from the instructor. Virtual attendance at a national meeting or meeting located outside the Seattle area may be considered on a case-by-case basis. A formal assignment description with instructions is available on the course website.

#### Briefing Memo

Students will describe the magnitude and impacts of an environmental health problem and propose, evaluate, and recommend solutions to address the problem in the form of a concise briefing memo for a policy/decision maker. A formal assignment description with instructions will be available on the course website during the second half of the course.

#### Pop quizzes on required readings

Three in-class pop quizzes will be administered to assess student's completion and comprehension of required reading assignments. The dates of these quizzes will not be announced in advanced.

#### Final exam

A comprehensive final exam will be administered during the final exam period. The final exam will include multiple choice, true/false, matching and/or short answer questions.

#### **Student Evaluation**

Course grades will be based on:

Participation: 10%

Three pop quizzes on required reading: 15%

Public Meeting Assignment: 20%

Briefing Memo Assignment: 20%

Final Exam: 35%

#### 4.0 Grading Scale

Grades will be converted using the following conversion scale:

<b>Minimum Score</b>	<b>Grade Point</b>
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≥98	4.0
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≥96.9	3.9
≥95.8	3.8
≥94.7	3.9
≥93.6	3.6
≥92.5	3.5
≥91.5	3.4
≥90.4	3.3
≥89.3	3.2
≥88.2	3.1
≥87.1	3.0
≥86	2.9
≥84.9	2.8
≥83.8	2.7
≥82.7	2.6
≥81.6	2.5
≥80.5	2.4
≥79.5	2.3
≥78.4	2.2
≥77.3	2.1
≥76.2	2.0
≥75.1	1.9

≥74	1.8
≥72.9	1.7
≥71.8	1.6
≥70.7	1.5
≥69.6	1.4
≥68.5	1.3
≥67.5	1.2
≥66.4	1.1
≥65.3	1.0
≥64.2	0.9
≥63.1	0.8
≥62	0.7
<62	0.0

Late Policy for Assignments: 10% of the total possible point value will be deducted from assignments that are submitted within 24 hours after the original due date; 20% of the total possible point value will be deducted from assignments that are submitted between 24 and 48 hours after the original due date; 30% of the total possible point value will be deducted from assignments that are submitted between 48 and 72 hours after the original due date; and 50% of the total possible point value will be deducted from assignments that are submitted between 72 hours and one week after the original due date. Assignments will not be accepted beyond one week after the original due date. This policy excludes pop quizzes and the final exam.

### **Inclusive Classroom Environment Statement**

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructor, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director. [DCinfo@uw.edu \(mailto:DCinfo@uw.edu\)](mailto:DCinfo@uw.edu) is a resource for students with classroom climate concerns.

### **UW Disability Statement**

Access and Accommodations: Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your

instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206- 543-8924 or uwdrs@uw.edu or disability.uw.edu

**UW Academic Integrity Statement**

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

**Disclaimer**

The syllabus and/or lecture schedule are subject to change. Any changes will be announced in class and posted on Canvas.

**Course Assignments:** *All assignments are due in hard copy at the start of class on the date indicated, unless otherwise specified*

<b>Assignment</b>	<b>Due Date</b>
<i>Frontline: The Climate of Doubt</i> Discussion Board Response (on Canvas)	April 5, 2017
Public Meeting Assignment	May 3, 2017
Briefing Memo	May 31, 2017
Career Panel Discussion Questions	May 31, 2017

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Three quizzes on assigned readings will be administered in class without advance notice.

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*The final exam will be administered Monday, June 5, 2017 from 8:30-10:20am.*

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**Course Schedule**

<b>Class Sessions and Objectives</b>	<b>Readings* and Assignments</b> <i>*readings are required unless specified as optional</i>
<b>Week 1</b>	

**No assignment due today.**

Session 1:  
March 27, 2017

**Readings:**

Review syllabus *prior* to coming to class.

*Introduction to the Course*

*Introduction to the US Legal System & the Policy Process*

Preface. In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Chapter 1: Overview of the US Legal System. In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Session 2:  
March 29, 2017

**Readings:**

*Introduction to the US Legal System & the Policy Process - Part 2*

Samet JM, Burke TA, Goldstein BD. The Trump Administration and the Environment – Heed the Science. *N Engl J Med* 2017;376:1182-1188. Available: <http://www.nejm.org/doi/full/10.1056/NEJMms1615242#t=article>

**Week 2 – Environmental Justice and Advocacy**

Session 3: April 3, 2017

*Environmental Justice Considerations in Environmental Health Policy*

Guest Lecturer:  
Dr. Vanessa Galaviz, Lecturer, Department of Environmental and Occupational Health Sciences, University of Washington

**Readings:**

*TBA*

Session 4: April 5, 2017

*The Power of Special Interests*

**CLASS ON YOUR OWN**

**Due:** In lieu of coming to class, watch *Frontline: The Climate of Doubt* (available: <http://www.pbs.org/wgbh/frontline/film/climate-of-doubt/> (<http://www.pbs.org/wgbh/frontline/film/climate-of-doubt/>.)

and respond to the discussion question posted on the Canvas board by the end of the day.

**Readings:** Timeline: The Politics of Climate Change. *Frontline*. October 23, 2012. Available: <http://www.pbs.org/wgbh/frontline/article/timeline-the-politics-of-climate-change/>

**Week 3**

**No assignment due today.**

**Readings:**

Session 5: April 10, 2017

*Risk Assessment, the Policy Process & the National Environmental Policy Act (NEPA)*

Chapter 2: Transparency and Accountability in the Executive Branch: Judicial Review and the National Environmental Policy Act (NEPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Optional:

Chapter 3: The Regulatory Environment. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

Chapter 4: The Political and Institutional Setting. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

Appendix B: The National Environmental Policy Act of 1969, as Amended. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

**No assignment due today.**

**Readings:**

Session 6: April 12, 2017

*Clean Air Act*

Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Massachusetts v. Environmental Protection Agency, 549 U.S. 497 (2007)



Optional

Chapter 5: Air Pollution. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

**Week 4**

Session 7: April 17, 2017

**No assignment due today.**

**No readings due today**

*Clean Air Act - Part 2*

Session 8: April 19, 2017

**No assignment due today.**

**Readings:**

Chapter 4: Clean Water Act (CWA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

*Clean Water Act*

Optional

Chapter 6: Water. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

**Week 5**

Session 9: April 24, 2017

**No assignment due today.**

**Readings:**

Chapter 5: Safe Drinking Water Act (SDWA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

*Safe Drinking Water Act*

Session 10: April 26, 2017

**No assignment due today.**

**Readings:**

Chapter 7: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act"). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

*Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act") & Resource Conservation and Recovery Act (RCRA).*

Chapter 8: Resource Conservation and Recovery Act (RCRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Optional

pp 214-219 in

Chapter 8: Toxic and Hazardous Materials and Waste Management. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

**Week 6**

Session 11:

May 1, 2017

*Oil Pollution Act (OPA) & Emergency Planning and Community Right to Know Act (EPCRA)*

**No assignment due today.**

**Readings:**

Chapter 8: Oil Pollution Act (OPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Chapter 9: Emergency Planning and Community Right to Know Act (EPCRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Optional

pp 223-239 and 248-262 in

Chapter 8: Toxic and Hazardous Materials and Waste Management. In Smith ZA. *The Environmental Policy Paradox*. Sixth Edition. San Francisco, CA: Pearson Education, Inc.; 2013.

Session 12:

May 3, 2017

*Occupational Safety and Health Act (OSH Act) & Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA)*

**Due:** Public Meeting Assignment

**Readings:**

Chapter 10: Occupational Safety and Health Act (OSH Act). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014

Chapter 12: Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

**Week 7**

Session 13:

May 8, 2017

*Structure of Environmental Health Practice Part 1*

**No assignment due today.**

**Readings:**

Centers for Disease Control and Prevention. Improving Environmental Public Health Services Performance to Meet Community Needs.

<https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf>

<https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf> .

Session 14:

May 10, 2017








*Structure of*

**No assignment due today.**

<p><i>Environmental Health Practice Part 2</i></p>	<p><b>Readings:</b> TBA</p>
<p><b>Week 8</b></p>	
<p><u>Session 15:</u> May 15, 2017 <i>Defining the Problem</i></p>	<p><b>No assignment due today.</b></p> <p><b>Readings:</b></p> <p><u>Watch:</u> Ruderman, M. "Writing Briefing Memos." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Lecture.</p> <p>Available: <a href="http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/">http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/</a> (<a href="http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/">http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/</a>)</p> <p>Briefing memo checklist</p> <p>Sample briefing memo</p>
<p><u>Session 16:</u> May 17, 2017 <i>Developing Solutions</i></p>	<p><b>No assignment due today.</b></p> <p><b>Readings:</b></p> <p>University of Kansas. "Influencing Policy Development." <i>Community Toolbox</i>, 2016. Available: <a href="http://ctb.ku.edu/en/influencing-policy-development">http://ctb.ku.edu/en/influencing-policy-development</a></p>
<p><b>Week 9</b></p>	
<p><u>Session 17:</u> May 22, 2017 <i>Budgeting</i></p>	<p><b>No assignment due today.</b></p> <p><b>Readings:</b></p> <p>University of Kansas. "Section 1: Planning and Writing an Annual Budget." <i>Community Toolbox</i>, 2016. Available: <a href="http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main">http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main</a></p>
<p><u>Session 18:</u></p>	<p><b>No assignment due today.</b></p>

May 24, 2017 <i>Creating Change</i>	<b>Readings:</b> TBA
<b>Week 10</b>	
<u>NO CLASS – MEMORIAL DAY:</u> May 29, 2017	<b>No assignment due today.</b>  <b>No readings.</b>
<u>Session 19:</u> May 31, 2017  <i>Course Wrap-Up and Career Panel</i>	<b>Due:</b> Briefing Memo & Career Panel Discussion Questions  <b>No readings.</b>

## Course Summary:

Date	Details	
Mon Mar 27, 2017	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3650979">Session 1 Readings</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3650979">https://canvas.uw.edu/courses/1139036/assignments/3650979</a> )	due by 10:30am
Wed Mar 29, 2017	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3664667">Session 2 Readings</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3664667">https://canvas.uw.edu/courses/1139036/assignments/3664667</a> )	due by 10:29am
Wed Apr 5, 2017	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3650981">Session 4 Readings</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3650981">https://canvas.uw.edu/courses/1139036/assignments/3650981</a> )	due by 10:30am
	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3651355">Climate of Doubt Discussion</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651355">https://canvas.uw.edu/courses/1139036/assignments/3651355</a> )	due by 11:59pm
Mon Apr 10, 2017	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3650995">Session 5 Readings</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3650995">https://canvas.uw.edu/courses/1139036/assignments/3650995</a> )	due by 10:30am
Wed Apr 12, 2017	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3651054">Session 6 Readings</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651054">https://canvas.uw.edu/courses/1139036/assignments/3651054</a> )	due by 10:30am
Wed Apr 19, 2017	 <a href="https://canvas.uw.edu/courses/1139036/assignments/3651018">Session 8 Readings</a> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651018">https://canvas.uw.edu/courses/1139036/assignments/3651018</a> )	due by 10:30am

Mon Apr 24, 2017	<b>Session 9 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651056">https://canvas.uw.edu/courses/1139036/assignments/3651056</a> )	due by 10:30am
Wed Apr 26, 2017	<b>Session 10 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651058">https://canvas.uw.edu/courses/1139036/assignments/3651058</a> )	due by 10:30am
Fri Apr 28, 2017	<b>EXTRA CREDIT</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3720151">https://canvas.uw.edu/courses/1139036/assignments/3720151</a> )	due by 11:59pm
Mon May 1, 2017	<b>Session 11 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651078">https://canvas.uw.edu/courses/1139036/assignments/3651078</a> )	due by 10:30am
Wed May 3, 2017	<b>Public Meeting Assignment</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3657349">https://canvas.uw.edu/courses/1139036/assignments/3657349</a> )	due by 10:30am
	<b>Session 12 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651080">https://canvas.uw.edu/courses/1139036/assignments/3651080</a> )	due by 10:30am
Mon May 8, 2017	<b>Session 13 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651124">https://canvas.uw.edu/courses/1139036/assignments/3651124</a> )	due by 10:30am
Mon May 15, 2017	<b>Session 15 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651128">https://canvas.uw.edu/courses/1139036/assignments/3651128</a> )	due by 10:30am
Wed May 17, 2017	<b>Session 16 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651262">https://canvas.uw.edu/courses/1139036/assignments/3651262</a> )	due by 10:30am
	<b>Roll Call Attendance</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3688213">https://canvas.uw.edu/courses/1139036/assignments/3688213</a> )	
	<b>Session 17 Readings</b> ( <a href="https://canvas.uw.edu/courses/1139036/assignments/3651295">https://canvas.uw.edu/courses/1139036/assignments/3651295</a> )	