

# Course Syllabus

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## **General Information**

### *Instructor*

Jeremy Hess, MD, MPH

Associate Professor, Emergency Medicine, Environmental & Occupational Health Sciences, and Global Health

Office: 4225 Roosevelt, Suite 2330

Email: [jjhess@uw.edu](mailto:jjhess@uw.edu) (<mailto:jjhess@uw.edu>)

Phone: 206-221-4059

Meetings by appointment

### *Teaching Assistants*

Katie Fellows, PhD student, Environmental and Occupational Health Sciences

Email: [fellowsk@uw.edu](mailto:fellowsk@uw.edu) (<mailto:fellowsk@uw.edu>)

Meetings by appointment

Surakshya Dhakal, PhD student, Environmental and Occupational Health Sciences

Email: [sdhakal@uw.edu](mailto:sdhakal@uw.edu) (<mailto:sdhakal@uw.edu>)

Meetings by appointment

Schedule: T Th 10:35-12:30

Class begins promptly at 10:35. This allows an extra five minutes to accommodate students coming from a preceding class elsewhere on campus. The final exam will be administered on Monday, 6/5, 10:30-12:20.

Location: Health Sciences Building room T739

[Class website](#)

## **Course Description**

This course provides a graduate-level overview of the multidisciplinary field of environmental and occupational health. The four-credit course covers a broad spectrum of environmental hazards and contexts, their interactions with human health and well-being, and their relevance to the effective assurance and promotion of public health. The course places special emphasis on considerations related to food systems and nutrition. Environmental, occupational, and nutritional problems in different settings (e.g. the workplace, community, and home) and at varying scales (local, regional, and global) are considered, with frequent use of case examples from high-, middle-, and low-income countries. The course stresses examining environmental health concerns from a systems perspective and in the context of social, economic, and other determinants of

health.

This course satisfies the MPH core requirement in environmental health sciences. This course should be useful for public health and health care professionals, environmental scientists and engineers, public administrators, or any student who wants a broad overview of relationships between the environment and human health in a wide range of contexts.

Pre-requisites: None, though the course is limited to graduate students.

### **Learning objectives**

Integrative competencies: At the end of this course, the student should be able to: \*

1. **Foundations:** Describe and discuss foundational concepts and strategies of environmental and occupational health sciences, including nutrition, and draw generalizable conclusions about how they apply in different situations and at various scales.
2. **Global Health:** Contrast environmental health problems including concerns related to food systems and food security between higher-income and lower-income populations; and discuss impacts of global social, economic and environmental trends on environmental public health.
3. **Contexts and Systems:** Apply foundational concepts and strategies to environmental health problems from a systems perspective; characterize broader environmental and social contexts and complex system dynamics; and assess cumulative influences on health including nutrition, wellbeing, and equity.
4. **Policy:** Develop evidence-based and sustainable strategies to improve health, wellbeing and equity related to an environmental, occupational, or nutritional public health problem.
5. **Communication:** Communicate information in plain language to a target audience about environmental health risks, influential factors, and prevention strategies.
6. **Professionalism:** Perform effectively on a team (pair); promote collegiality, inclusion, trust, and ethical principles in learning experiences.

\*For simplicity, the term "environment" here encompasses work environments.

Supportive learning objectives: At the end of the course, the student should be able to:

#### **1. Foundations**

1. Hazards: Specify major (representative) chemical, microbial, and physical health hazards found in air, water, food, soil, and waste; describe their principal effects on health.
2. Cycles: Characterize nutrient and other major cycles relevant to public health and describe these cycles in terms sustainability and system dynamics.
3. Nutrition: Describe fundamental principles of nutrition and malnutrition; describe principles of metabolism and energy balance; characterize the role and function of micronutrients; discuss important linkages between nutrition and health
4. Exposures: Describe basic strategies for identifying, evaluating, preventing, and controlling exposures to health and safety hazards in environmental and occupational settings.
5. Health risks: Describe basic strategies to assess health risk and identify acceptable levels of risk associated with environmental hazards.
6. Vulnerability: Discuss the importance of factors that contribute to individual and population vulnerability, such as biological susceptibility, existing health or social disparities, and cumulative burden of health impacts.
7. Values: Discuss the importance of equity, justice and sustainability in addressing problems related to the environment and health.

#### **2. Global Health**

1. Contrasts: Compare and contrast environmental health problems and applicable policies between high-, middle-, and low-income countries, populations, and settings.
2. Trends: Describe and discuss potential impacts of demographic change, economic development, energy demand, human-modified environments, global-scale pollution, and global environmental change on human health, food security, water security, and equity.

#### **3. Contexts and Systems**

1. Environmental context: Identify and discuss how the current or changing status of natural ecosystems and human-altered environments might influence health, wellbeing, and equity.
2. Systems: Identify and describe the scope, scale, and dynamics of major systems relevant to environmental health; describe impacts of these systems and their dynamics on health.
3. Social context: Identify and discuss how socioeconomic, political, cultural, behavioral and perceptual factors might interact with

environmental factors and influence health risks.

4. Systems thinking: Examine relationships between system structure and dynamics, environmental hazards, social contexts, and vulnerability on health, wellbeing, and equity; discern how complex system dynamics complicate management of associated risks.
5. Food systems: Describe major food production and distribution systems with attention to scope and scale; discuss the relationship between food environments, food security, and food sovereignty

#### 4. Policy

1. Stakeholders: Identify stakeholders; characterize assets, power and inequities, and anticipate needs, concerns, and risk perceptions.
2. Opportunities: Identify opportunities for and barriers to sustainable changes that promote health, well being, and equity.
3. Alternatives: Formulate evidence-based, context-appropriate, and sustainable alternatives to address the problem and enhance health, well being, and equity.

### **Course schedule**

The course is organized in modules. Each module examines 1-2 major environmental media or domains, with focus on selected case situations: at least one case based in the US, and at least one contrasting case in another country. Each module examines representative hazards and human health effects; nutrition, food systems, and food security; mechanisms of exposure, risk and health impact; influences of the broader social and environmental context; population vulnerability and inequity; and general strategies to control exposure and promote health- and equity-favorable change. Most modules introduce a major foundational environmental health concept or strategy, and illustrate application within the module theme. *Preparation for each class session is essential.* The instructor will assume students have completed the assigned readings or viewings. Class sessions may include short mini-lectures but will rely as much as possible on active, student-engaged approaches to: clarify confusing or problematic points; reinforce key facts, concepts and strategies; apply those concepts and strategies to the selected cases and other examples; and explore the complexity of addressing environmental public health problems in the real world.

<u>Module</u>	<u>Week(s)</u>	<u>Topics</u>
1	1	Orientation and big picture – environmental health, systems
2	2	Food systems
3	2	Global environmental change
4	3	Water
5	3/4	Over- and under-nutrition
6	4/5	Demographics and urbanization
7	5/6	Waste, hygiene, food safety
8	7	Pesticides, occupational exposures
9	7/8	Work, poverty, food security
10	8/9	Energy, air quality
11	9	Land, built and natural environments
12	10	Demographic transitions, global burden of disease, future trends

### **Required reading and viewing**

**Reading and viewing materials** will be on the course Canvas site. There is a required text, Frumkin's *Environmental Health: From Global to Local*, 3<sup>rd</sup> ed. An electronic version of the text can be accessed through the UW library system. The textbook and other assigned materials are introduced in an intentional sequence on Canvas course-module pages, with guiding and explanatory text. In general, this is accompanied by additional background information, reference citations, and (optional) resource material. Materials include a mix of web pages, focused online curricula/tutorials from external sources, research articles, instructor mini-lectures (short narrated slide presentation), short video lectures by

subject experts, prominent reports and monographs (usually summary or introductory chapters), informational web pages, and news articles or videos.

Some assigned materials are interspersed with **short assignments** including questions or provocative statements that may require a multiple choice or short written response. Some questions or prompts only ask the student to “ponder” a point, without written response, as preparation for the class session.

**Recommended:** The assigned policy brief should be written in “plain language.” The Canvas site will include resources. Students are encouraged to complete the NIH online plain-language training (8 modules).

## **Assignments**

The general categories of assignments are summarized below and then each category is elaborated on further after the summary.

### *Preparation – before class session*

- Reading and viewing
- Questions and prompts
- Food-handler online training

### *Participation in class*

- PollEverywhere responses
- Quick-writes
- Question and oral answers
- Discussions

### *Exams*

- Midterm
- Final

### *Exercises*

- Systems analysis, peer review
- Policy brief, references, peer review

### *Professionalism*

**Preparation:** *Preparation for each class session is essential.* Students are required to complete preparatory reading and viewing assignments before each class session.

Students will complete the online Washington state **food handler training** before Week 8. This takes <1 hour. The training is free, unless you choose to get a food handler card (optional). To demonstrate completion, simply print the completion screen as a pdf and post the pdf to the course assignment site. You are not required to complete the training if you have an active permit.

**Participation:** Participation in class will include short questions, using the classroom response system PollEverywhere, quick writes, and/or verbal student response. For verbal responses or discussion, the instructor will either solicit volunteers or call individual students from a randomly sorted student list.

Students will need electronic devices – laptop computers, tablets, or phones – to access the PollEverywhere site (laptop) or application (device) and respond to in-class queries. Students are asked to limit their online activity to what is needed to engage during class.

Each class session is weighted equally for the overall course participation grade, even though the number of tasks differs between sessions. PollEverywhere responses and other tasks are scored as: 1) correct answer, full credit; other response, 2/3 credit; no response, no credit; or 2) if the task has no single correct or best answer, the task is scored simply as any reasonable response, full credit; no response, no credit. The score for the day will be a percentage of the total available points.

The two lowest participation scores will be removed from the average without question to account for the occasional illness, scheduling issue, or

other concern. If you have an illness or other hardship that requires you to be absent for more than two days please contact the instructor to determine if accommodations are available. Understand that elective commitments that take you away from class more than twice are not considered excusable absences and will instead be reflected in a small decrease in your participation grade.

**Exams:** One midterm exam is administered in class: midterm, Tuesday 5/2 (Week 6); final, Monday 6/5 (Finals Week). Students are allowed to bring a one-page, handwritten “cheat” sheet to each exam, to be turned in with the exam.

**Exercises:** Students will complete two exercises over the course of the quarter. The first will be a systems analysis and the second will be a policy brief. The first will be prepared individually, and the second in a self-selected pair. In each case, students will review each other’s work according to a specified rubric. Student reviews will be included as part of the grade for each exercise. *All exercises must be electronically submitted by 5 PM on the due date.* The two exercises are outlined below:

**Systems analysis exercise:** Each student will work on his or her own to conduct a system analysis, applying the theory and principles outlined at the beginning of class. The student will identify a system important to environmental health, describe the system and its principal dynamics, and identify strategies for learning about, studying, and/or managing that system from a public health vantage point. The topic must be approved by the instructor or a TA. Additional details will be provided in class. *The systems analysis exercise will be handed out by 4/4 and due 4/13; the peer review will be due 4/27.*

**Policy brief; annotated references:** Each student will work in a self-selected student pair to write one public health policy brief (with annotated reference list) about an environmental health issue of their choice. *The policy brief and reference list are due by 5 pm on 5/23 and the peer review will be due 6/1.* The topic should be related to a Pacific Northwest case or issue, US federal policy issue, or international policy issue. Topics must be approved by the instructor or a TA. Additional details will be provided during class. You may ask, what is a policy brief?

A policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and others who are interested in formulating or influencing policy. Policy briefs can take different formats. A typical format...contain[s] perhaps 700 words. It has an attractive design, and may have one or more photograph[s]. Longer briefs (up to 8 pages, or 3,000 words) and other formats are also possible.” [FAO Food Security Communications Toolkit]

The policy brief for this assignment should be ≤1000 words, not counting references. Since this is an academic exercise, the policy brief should include line-item reference notations linked to a separate annotated reference list. Annotations are optional but encouraged, if a brief statement about the cited reference would be helpful to clarify or support points in the policy brief.

**Professionalism:** Students are expected to perform collaboratively and effectively in their student pairs and to promote collegiality, inclusion, trust, respect, and ethical principles in all learning experiences. Exceptionally professional behavior may be recognized with extra credit in the overall course grade, and exceptionally unprofessional behavior may be recognized with a grade reduction, at the instructor’s discretion.

## **Grading**

Weighting of course assignments for overall course grade:

<b>Category</b>	<b>Item</b>	<b>Weight</b>
Preparation		10%
	Questions and prompts	(8%)
	Food handler training	(2%)
Participation		15%
Exercises		40%
	Systems analysis	(15%)
	Systems analysis peer review	(5%)
	Policy analysis with annotated references	(15%)
	Policy analysis peer review	(5%)
Exams		35%

	Midterm	(15%)
	Final	(20%)
Total		100%
Professionalism	Additive or subtractive	

**Preparation:** Graded preparation tasks are scored simply as completed *on time*, or not.

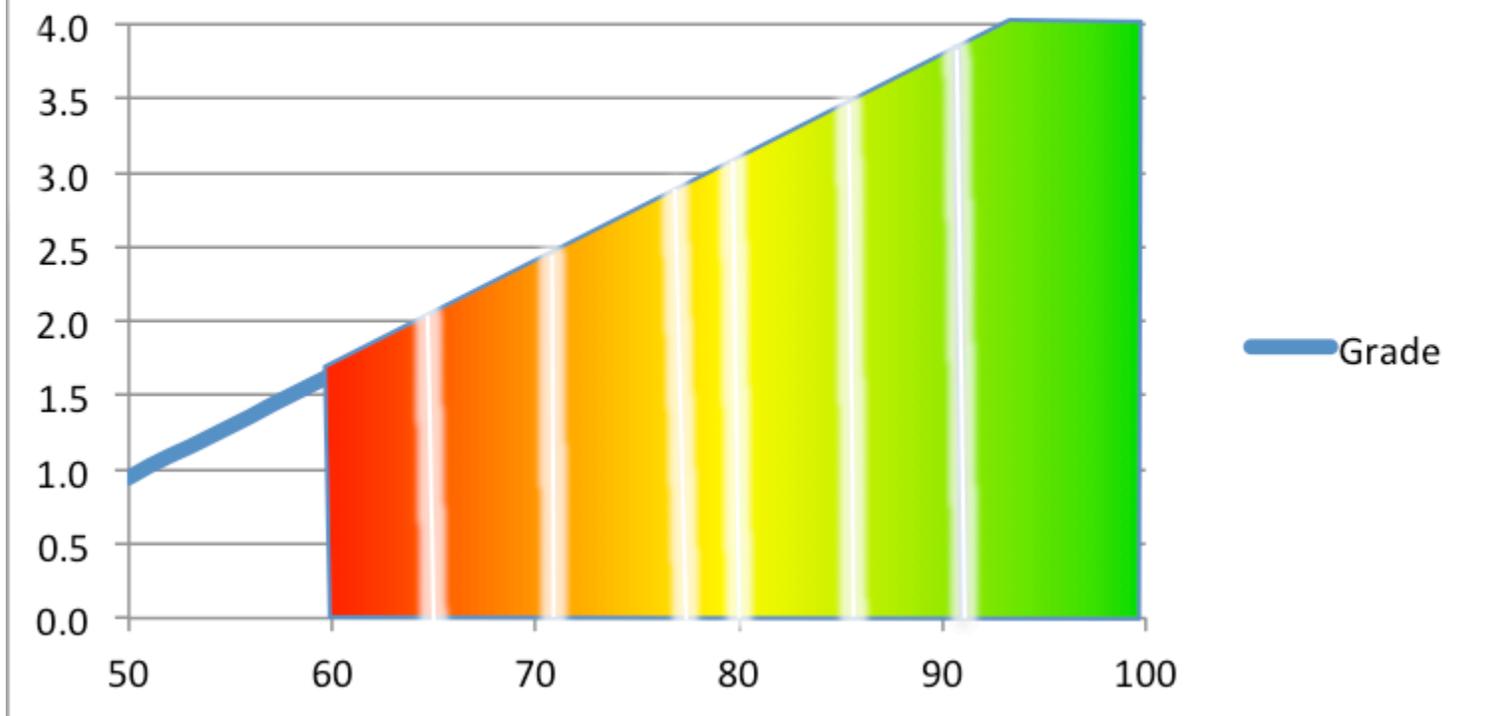
**Participation tasks:** Each class session is weighted equally for the overall course participation grade, even though the number of tasks differs between sessions. *Verbal responses* to instructor questions or prompts are also scored simply: response or not, regardless of correctness. Repeated exemplary contributions to class discussion can earn extra participation credit.

**Exams** are graded on a linear scale. The grading scale ranges from 1.7 to 4.0 on a 4-point scale per UW [graduate school policy \(https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/\)](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/). The scale is anchored to overall class performance: “100%” is set by the top student point score, all other scores are normalized to this scale, and grades are assigned according to the following percentages and with according GPA assignments:

Letter	Percentage	GPA Range
A	93-100	3.9-4.0
A-	87-92	3.5-3.8
B+	81-86	3.1-3.4
B	78-80	2.9-3.0
B-	72-77	2.5-2.8
C+	66-71	2.1-2.4
C	60-65	1.7-2.0
F	≤59	0

This image illustrates generally how how percentages are translated into grades on the UW 4-point scale:

# 4-Point and Percentage Grades



**Exercises and peer reviews:** These are graded categorically, using evaluation rubrics based on course learning objectives. Rubrics will be shared with students before they begin the assignments. Credit is reduced for late submissions by 20% of the grade per day (24 hours). Grading guidelines are:

- 3.9-4.0 - *Excellent work* for a graduate student. Work at this level is unusually thorough, well-reasoned, sophisticated, well-written, and presented. Work shows an incisive and comprehensive understanding of issues and problems, deep engagement with the material, and innovative application of underlying principles.
- 3.5-3.8 - *Very strong work* that is thorough, well-reasoned, and indicates very strong understanding, reasoning and writing/presentation skills, sophisticated engagement with the material, and unquestionable understanding of issues, principles, and approaches.
- 3.1-3.4 - *Strong work* that is thorough and well-reasoned, indicates strong understanding, reasoning, and writing/presentation skills, clear engagement with the material, and strong understanding of issues, principles, and approaches.
- 2.9-3.0 - *Very good work* that is thorough, well-reasoned, and shows sound to strong understanding, reasoning, and writing/presentation skills, overall substantial engagement with the material, and very good understanding of issues, principles, and approaches, with few if any misunderstandings or errors.
- 2.5-2.8 - *Good work* that is thorough, generally well-reasoned, and shows a good understanding of appropriate approaches to problems and questions. Adequate application of issues and problems with occasionally stronger insights. Minor misunderstandings or errors may be present.
- 2.1-2.4 - *Competent and sound work* that is generally thorough and well-reasoned, and shows sound understanding of appropriate approaches to problems and questions. Shows adequate understanding of issues and problems. Minor misunderstandings or errors are present.
- 1.7-2.0 - *Adequate work* that is moderately thorough and well-reasoned, but understanding of the important issues is not complete. Approaches to address problems and questions are generally adequate. However, the work has some weaknesses or limitations.
- <1.7 - *Unacceptable work* for a graduate student. Work at a high level for an undergraduate is graded in the D range, but otherwise work of this caliber will receive a failing grade.

**Professionalism:** Exemplary performance can earn extra credit in the overall course grade. Conversely,

inappropriate performance can earn a decrement in credit. Depending on severity, the decrement for cheating or substantial plagiarism can be failure on the affected assignment,  $\leq 0.5$  point decrement on the 4-point course grade, and/or course failure. Students have the right to challenge

any such decrement, in accordance with the [UW School of Public Health Academic Integrity Policy \(http://sph.washington.edu/students/academicintegrity/AcademicIntegrity.pdf\)](http://sph.washington.edu/students/academicintegrity/AcademicIntegrity.pdf).

### **Academic integrity**

Students at the University of Washington 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 \(http://sph.washington.edu/students/academicintegrity/AcademicIntegrity.pdf\)](http://sph.washington.edu/students/academicintegrity/AcademicIntegrity.pdf). 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 \(University%20of%20Washington%20Community%20Standards%20and%20Student%20Conduct%20website\)](http://www.washington.edu/communitystandards).

### **Access and accommodations**

Your experience in this class is important to me (Jeremy Hess, instructor). If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. Qualifying conditions include but are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts. 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 and DRS. It is policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### **Diversity, inclusion and respect**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, I expect you to follow the UW Student Conduct Code in your interactions with your colleagues and me in this course, by promoting an inclusive environment and respecting the many social and cultural differences among us. These may include but are not limited to: race, ethnicity, age, cultural background, disability, family status, gender identity and presentation, citizenship and immigration status, national origin, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.

Please talk with me right away if I fail to meet these or your expectations, or if you experience or witness disrespect in this class. I will work promptly to address it in a constructive and educational manner, while assuring your privacy. Alternatively, you could communicate your concerns through a course TA, the Graduate Program director (Richard Fenske, rfenske@uw.edu) or manager (Jon Sharpe, jsharpe@uw.edu) in my department, or your chosen contact person in your department or the Dean's office.

## Course Summary:

Date	Details
Tue Mar 28, 2017	 <a href="https://canvas.uw.edu/courses/1139041/assignments/3665256">Module 1 Assignment 1</a> due by 10:30am ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3665256">https://canvas.uw.edu/courses/1139041/assignments/3665256</a> )
Thu Mar 30, 2017	 <a href="https://canvas.uw.edu/courses/1139041/assignments/3666301">Module 1 Assignment 2</a> due by 10:30am ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3666301">https://canvas.uw.edu/courses/1139041/assignments/3666301</a> )

Tue Apr 4, 2017	<b>Module 2 Assignment</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3666603">https://canvas.uw.edu/courses/1139041/assignments/3666603</a> )	due by 10:30am
Thu Apr 6, 2017	<b>Module 3 Assignment</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3666604">https://canvas.uw.edu/courses/1139041/assignments/3666604</a> )	due by 10:30am
Tue Apr 11, 2017	<b>In-Class Exercise</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3715843">https://canvas.uw.edu/courses/1139041/assignments/3715843</a> )	due by 12:30pm
Thu Apr 20, 2017	<b>Exercise 1: Systems Analysis</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3661827">https://canvas.uw.edu/courses/1139041/assignments/3661827</a> )	due by 10:30am
Tue Apr 25, 2017	<b>Urban Development Reflection</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3726638">https://canvas.uw.edu/courses/1139041/assignments/3726638</a> )	due by 11:59pm
Thu Apr 27, 2017	<b>Exercise 1: Systems Analysis - PEER REVIEW</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3661829">https://canvas.uw.edu/courses/1139041/assignments/3661829</a> )	due by 10:30am
Fri Apr 28, 2017	<b>Pop-up Extra Credit</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3729350">https://canvas.uw.edu/courses/1139041/assignments/3729350</a> )	due by 5pm
Tue May 2, 2017	<b>Mid-Term Exam</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3661959">https://canvas.uw.edu/courses/1139041/assignments/3661959</a> )	due by 10:30am
Tue May 23, 2017	<b>Exercise 2: Policy Brief</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3661831">https://canvas.uw.edu/courses/1139041/assignments/3661831</a> )	due by 10:30am
Thu Jun 1, 2017	<b>Exercise 2: Policy Brief - PEER REVIEW</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3661833">https://canvas.uw.edu/courses/1139041/assignments/3661833</a> )	due by 10:30am
Mon Jun 5, 2017	<b>Final Exam</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3662005">https://canvas.uw.edu/courses/1139041/assignments/3662005</a> )	due by 10:30am
	<b>Washington state food handler training</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671034">https://canvas.uw.edu/courses/1139041/assignments/3671034</a> )	due by 10:30am
	<b>Assignment 4 - Seattle Municipal Water Treatment</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3711308">https://canvas.uw.edu/courses/1139041/assignments/3711308</a> )	
	<b>FE1: Activity</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671022">https://canvas.uw.edu/courses/1139041/assignments/3671022</a> )	
	<b>FE1: Post Experience Reflection</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671023">https://canvas.uw.edu/courses/1139041/assignments/3671023</a> )	
	<b>FE1: Preparatory Work</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671024">https://canvas.uw.edu/courses/1139041/assignments/3671024</a> )	
	<b>FE2: Activity</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671025">https://canvas.uw.edu/courses/1139041/assignments/3671025</a> )	
	<b>FE2: Post Experience Reflection</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671026">https://canvas.uw.edu/courses/1139041/assignments/3671026</a> )	
	<b>FE2: Preparatory Work</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671027">https://canvas.uw.edu/courses/1139041/assignments/3671027</a> )	
	<b>Final Exam Part 1</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671028">https://canvas.uw.edu/courses/1139041/assignments/3671028</a> )	
	<b>Final Exam Part 2</b> ( <a href="https://canvas.uw.edu/courses/1139041/assignments/3671029">https://canvas.uw.edu/courses/1139041/assignments/3671029</a> )	
	<b>Haiti Case Study In-Class Exercise</b>	

<https://canvas.uw.edu/courses/1139041/assignments/3723042>)

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**❏** [Midterm \(https://canvas.uw.edu/courses/1139041/assignments/3671030\)](https://canvas.uw.edu/courses/1139041/assignments/3671030)

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**❏** [Module 10 Assignment 1 \(https://canvas.uw.edu/courses/1139041/assignments/3714917\)](https://canvas.uw.edu/courses/1139041/assignments/3714917)

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**❏** [Module 10 Assignment 2 \(https://canvas.uw.edu/courses/1139041/assignments/3714912\)](https://canvas.uw.edu/courses/1139041/assignments/3714912)

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**❏** [Module 11 Assignment 1 \(https://canvas.uw.edu/courses/1139041/assignments/3714994\)](https://canvas.uw.edu/courses/1139041/assignments/3714994)

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**❏** [Module 4 Assignment \(https://canvas.uw.edu/courses/1139041/assignments/3709680\)](https://canvas.uw.edu/courses/1139041/assignments/3709680)

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**❏** [Module 5 Assignment \(https://canvas.uw.edu/courses/1139041/assignments/3709087\)](https://canvas.uw.edu/courses/1139041/assignments/3709087)

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**❏** [Module 6 Assignment \(https://canvas.uw.edu/courses/1139041/assignments/3714317\)](https://canvas.uw.edu/courses/1139041/assignments/3714317)

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**❏** [Module 6 Assignment 2 \(https://canvas.uw.edu/courses/1139041/assignments/3714305\)](https://canvas.uw.edu/courses/1139041/assignments/3714305)

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**❏** [Module 7 Assignment 1 \(https://canvas.uw.edu/courses/1139041/assignments/3714319\)](https://canvas.uw.edu/courses/1139041/assignments/3714319)

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**❏** [Module 7 Assignment 2 \(https://canvas.uw.edu/courses/1139041/assignments/3714320\)](https://canvas.uw.edu/courses/1139041/assignments/3714320)

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**❏** [Module 7 Assignment 3 \(https://canvas.uw.edu/courses/1139041/assignments/3714321\)](https://canvas.uw.edu/courses/1139041/assignments/3714321)

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**❏** [Module 8 Assignment 1 \(https://canvas.uw.edu/courses/1139041/assignments/3729719\)](https://canvas.uw.edu/courses/1139041/assignments/3729719)

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**❏** [Module 8 Assignment 1 \(historical\)  
\(https://canvas.uw.edu/courses/1139041/assignments/3714330\)](https://canvas.uw.edu/courses/1139041/assignments/3714330)

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**❏** [Module 8 Assignment 2 \(https://canvas.uw.edu/courses/1139041/assignments/3729732\)](https://canvas.uw.edu/courses/1139041/assignments/3729732)

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**❏** [Module 8 Assignment 2 \(historical\)  
\(https://canvas.uw.edu/courses/1139041/assignments/3711323\)](https://canvas.uw.edu/courses/1139041/assignments/3711323)

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**❏** [Module 9 Assignment 1 \(https://canvas.uw.edu/courses/1139041/assignments/3714844\)](https://canvas.uw.edu/courses/1139041/assignments/3714844)

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**❏** [Policy Brief Paper \(https://canvas.uw.edu/courses/1139041/assignments/3671031\)](https://canvas.uw.edu/courses/1139041/assignments/3671031)

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**❏** [Policy Brief: Peer Review \(https://canvas.uw.edu/courses/1139041/assignments/3671032\)](https://canvas.uw.edu/courses/1139041/assignments/3671032)

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**❏** [Roll Call Attendance \(https://canvas.uw.edu/courses/1139041/assignments/3726473\)](https://canvas.uw.edu/courses/1139041/assignments/3726473)

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**❏** [Take-home Midterm \(https://canvas.uw.edu/courses/1139041/assignments/3671033\)](https://canvas.uw.edu/courses/1139041/assignments/3671033)

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