

# Course Syllabus ↴

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## Department of Environmental and Occupational Health Sciences ENVH 580: ENVIRONMENTAL HEALTH SEMINAR • Spring 2023

### Meeting Times and Location

Day/Time: Thursdays, 12:30-1:30

In-person Location: HRC 155

Zoom Registration Link (for All Sessions except April 20):

[https://washington.zoom.us/webinar/register/WN\\_GoYZ8Aj5Tg-YVMc6U\\_z2YQ](https://washington.zoom.us/webinar/register/WN_GoYZ8Aj5Tg-YVMc6U_z2YQ) ➔  
([https://washington.zoom.us/webinar/register/WN\\_GoYZ8Aj5Tg-YVMc6U\\_z2YQ](https://washington.zoom.us/webinar/register/WN_GoYZ8Aj5Tg-YVMc6U_z2YQ)).

Zoom Registration Link for April 20 Only:

[https://washington.zoom.us/webinar/register/WN\\_87OoZpBzRHSz7LauAZaP6w](https://washington.zoom.us/webinar/register/WN_87OoZpBzRHSz7LauAZaP6w) ➔  
([https://washington.zoom.us/webinar/register/WN\\_87OoZpBzRHSz7LauAZaP6w](https://washington.zoom.us/webinar/register/WN_87OoZpBzRHSz7LauAZaP6w)).

### Instructor

**Edmund Seto, Associate Professor**

206-543-1475; [eseto@uw.edu](mailto:eseto@uw.edu) (<mailto:eseto@uw.edu>)

(<mailto:gcan@uw.edu>). Office Hours: by appointment (Zoom)

### Course Description

The purpose of this course is to expose DEOHS students to a broad range of environmental and occupational research, practice, and policy issues, with a special emphasis on issues related to equity, diversity, and inclusion. All sessions will be presented both in-person in HRC 155 and remotely via Zoom, regardless of whether the speaker is presenting in-person or remotely. Students are encouraged, but not required, to attend in-person or synchronously via Zoom. All sessions, with the exception of Dr. Yazzie's presentation on April 27, will be recorded, however, so students who are unable to attend the live session can view the recordings at a time that is convenient for them.

### Course Learning Objectives

At the end of this course, the student should be able to:

1. Discuss a range of occupational and environmental issues and their effects on practice and policy implementation.
2. Discuss the basic approaches to assessing and controlling environmental and occupational hazards.
3. Review the role of laws and regulations in controlling occupational and environmental health hazards.
4. Describe the roles played by statutes, stakeholders, and institutions in occupational and environmental health.

5. Contrast the skills, language, and models for professional presentations.
6. Provide examples of the ways in which social inequities and racism, generated by power and privilege, undermine health.

## Course Requirements

**Attendance:** All sessions will be presented both in-person in HRC 155 and remotely via Zoom, regardless of whether the speaker is presenting in-person or remotely. Since this class is intended to be interactive, students are strongly encouraged to attend all sessions either in person or via the Zoom live stream. All sessions will be recorded, however, so students who are unable to attend the live session (either in-person or remotely) can view the recordings at a time that is convenient for them. Recordings will be provided on the [HOME](https://canvas.uw.edu/courses/1633871) (<https://canvas.uw.edu/courses/1633871>) and [MODULES](https://canvas.uw.edu/courses/1633871/modules) (<https://canvas.uw.edu/courses/1633871/modules>) pages of this Canvas site as soon as they become available.

**Background Readings:** Many speakers recommend background readings relevant to the topic they will be addressing. Links to the available background readings are on the HOME and MODULES page. We encourage you to take advantage of these to familiarize yourself with the speakers' work and prepare to ask the speaker questions using the Q & A feature during the webinar.

**Assignments:** You will be asked to complete a reflection assignment about the seminar each week. This is done using an assignment on this Canvas site. Each assignment will ask you to reflect on the content of the seminar and provide some constructive feedback to the speaker. The assignment becomes available immediately following the seminar and remains available until the following Wednesday at 5:00 PM. Late submissions will not be counted. **In order to receive credit for the class, you are required to submit complete follow-up assignments for at least 8 of the 10 seminars.**

## Follow-up Assignment Instructions

1. Log onto this site.
2. On the Modules page you will see the current seminar title and a link to the corresponding follow-up assignment.
3. You can also navigate to the assignments via "ASSIGNMENTS" in the navigation bar on the left.

## Grading

The seminar is graded "Credit/No Credit." To receive credit for the course you must submit on-time follow-up assignments for at least 8 of the 10 seminars .

## Procedure for Substituting a Seminar

To obtain credit for a seminar that is not part of ENVH 580, but related to your field of study and environmental and occupational health sciences, contact the instructor for prior approval. Once you have received approval to substitute a seminar session and attended the substitute seminar, you should submit the assignment for the 580 seminar you are missing and indicate in your response that you are completing the assignment for the substitute seminar, being sure to include the speaker(s)' name(s), title

and date of the substitute seminar. **You are allowed a maximum of two substitutions** (i.e., up to two of the eight assignments required to pass the class can be completed for non-580 seminars).

## Respiratory Illness - Protocols and Safety

Winter quarter is a time of increased risk of acquiring respiratory illnesses including COVID, RSV, cold, and flu.

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction or a plan for making up the class.

Additional recommendations include:

1. Get boosted with the updated COVID-19 vaccines  (<https://www.washington.edu/coronavirus/vaccines/>). These vaccines are available at clinics and pharmacies, as well as through UW Medicine and local health agencies.
2. Get your annual flu shot (<https://wellbeing.uw.edu/flu-vaccination/>).
3. Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of winter quarter. High-quality masks help protect against a range of respiratory viruses, and are available for free in locations on each UW campus  (<https://www.washington.edu/coronavirus/student-faq/#freemasks>).
4. Take a coronavirus test if you have symptoms or have been exposed. Rapid antigen tests are widely available for free in at campus locations listed here  (<https://www.washington.edu/coronavirus/testing/>). The Husky Coronavirus Testing  (<https://www.washington.edu/coronavirus/testing/hct/>) voluntary research study is also available for UW students.
5. Activate WA Notify on your phone  (<https://doh.wa.gov/emergencies/covid-19/wa-notify>) to receive exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

## Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy  (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request  (<https://registrar.washington.edu/students/religious-accommodations-request/>) form

(<https://registrar.washington.edu/students/religious-accommodations-request/>).

(<https://registrar.washington.edu/students/religious-accommodations-request/>).).

## Access & Accommodations

Your experience in this class is important to me. 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 have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](mailto:disability.uw.edu) (<https://depts.washington.edu/uwdrs/>).

## Academic Integrity

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](https://www.washington.edu/studentconduct/) (<https://www.washington.edu/studentconduct/>) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy/) (<https://sph.washington.edu/students/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.

## Land Acknowledgement

Washington state is home to 29 federally recognized and multiple unrecognized tribes. We include a land acknowledgment statement as a sign of respect for the original caretakers of the land: "The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations."

## Equity, Diversity & Inclusion

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

- To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex,

sexual orientation, socioeconomic status and veteran status.

- To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
- To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

## Pronouns

The University of Washington supports the expression of all gender identity, and provides frequently asked question on pronouns at the following link: <https://registrar.washington.edu/students/personal-data/pronouns/faqs/> (<https://registrar.washington.edu/students/personal-data/pronouns/faqs/>). UW staff, faculty, and students can now also set their pronouns in the Identity.UW system to make them automatically available in Canvas and other UW systems (see <https://itconnect.uw.edu/guides-by-topic/identity-diversity-inclusion/identity/pronouns> (<https://itconnect.uw.edu/guides-by-topic/identity-diversity-inclusion/identity/pronouns>)).

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We invite everyone to share their pronouns.

## Learning Environment

The Department of Environmental and Occupational Health Sciences (DEOHS) strives to create welcoming and respectful learning environments that promote access and opportunity for all students, regardless of their experiences, perspectives, identities, and abilities. The DEOHS, along with The UW School of Public Health, seek to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. Students are encouraged to talk to instructors, advisors, members of the departmental or SPH Diversity Committee and/or program director with concerns about the classroom climate.

If you feel like this class is not living up to that commitment, there are several ways you can register your concern and seek resolution:

- If you feel comfortable doing so, begin by discussing your concern with the instructor and/or teaching assistant. Your instructor is expected to take your concerns seriously and work with you to identify a resolution.
- If you are not comfortable discussing the concern with the instructor, or you did so and the issue has still not been resolved, contact Trina Sterry, DEOHS Manager of Student and Academic Services ([tsterry@uw.edu](mailto:tsterry@uw.edu) (<mailto:tsterry@uw.edu>)) to discuss your concern. She can also connect you to the appropriate member of DEOHS faculty leadership as needed.
- If you prefer to discuss your concern directly with someone from the School of Public Health (SPH) Dean's Office, you can review [the SPH Student Concern Policy](#) ([https://sph.washington.edu/students/student-concern-policy](#)) and follow the procedures described

there, including reaching out to the SPH Assistant Dean for Equity, Diversity and Inclusion, Dr. Victoria Gardner ([vg@uw.edu](mailto:vg@uw.edu)). If you prefer to anonymously report your concern, you can email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) or use [the SPH Bias Incident Report Form](https://sph.washington.edu/about/diversity/bias-concerns)  (<https://sph.washington.edu/about/diversity/bias-concerns>).

- If your concern is related to a bias incident, you can review [the UW's guidance on reporting bias incidents](https://www.washington.edu/bias)  (<https://www.washington.edu/bias>), which includes a link to the UW Bias Reporting Tool.
- If you have experienced sex or gender discrimination, including sexual assault, relationship or intimate partner violence, stalking, sexual harassment, or other sexual misconduct, you have the right to make a formal complaint and request an investigation under Title IX. Information about Title IX reporting options is available at <https://www.washington.edu/titleix/report>  (<https://www.washington.edu/titleix/report>). The University also has other designated offices to help you avoid and/or report sexual harassment: SafeCampus (<https://www.washington.edu/safecampus>)  (<https://www.washington.edu/titleix/report>); Office of the Ombud (<https://www.washington.edu/ombud>)  (<https://www.washington.edu/ombud>); and University Complaint Investigation and Resolution Office (<https://www.washington.edu/uciro>)  (<https://www.washington.edu/uciro>)).

## Course Summary:

Date	Details	Due
Thu Mar 30, 2023	 <a href="#">Background Reading for Session 1 (Mooney)</a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144507">https://canvas.uw.edu/courses/1633871/assignments/8144507</a>	due by 12:30pm
Wed Apr 5, 2023	 <a href="#">Session 1 Assignment (Mooney, 3/30)</a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144517">https://canvas.uw.edu/courses/1633871/assignments/8144517</a>	due by 5pm
Thu Apr 6, 2023	 <a href="#">Background Reading for Session 2 (Owens)</a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144508">https://canvas.uw.edu/courses/1633871/assignments/8144508</a>	due by 12:30pm
Wed Apr 12, 2023	 <a href="#">Session 2 Assignment (Owens, 4/6)</a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144518">https://canvas.uw.edu/courses/1633871/assignments/8144518</a>	due by 5pm
Thu Apr 13, 2023	 <a href="#">Background Reading for Session 3 (Tanguay)</a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144509">https://canvas.uw.edu/courses/1633871/assignments/8144509</a>	due by 12:30pm

Date	Details	Due
Wed Apr 19, 2023	 <a href="#"><u>Session 3 Assignment</u></a> <a href="#"><u>(Tanguay, 4/13)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144519"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144519)</u></a>	due by 5pm
Thu Apr 20, 2023	 <a href="#"><u>Background Reading for Session 4 (Goldman)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144510"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144510)</u></a>	due by 12:30pm
Wed Apr 26, 2023	 <a href="#"><u>Session 4 Assignment (Goldman, 4/20)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144520"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144520)</u></a>	due by 5pm
Thu Apr 27, 2023	 <a href="#"><u>Background Reading for Session 5 (Yazzie)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144511"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144511)</u></a>	due by 12:30pm
Wed May 3, 2023	 <a href="#"><u>Session 5 Assignment (Yazzie, 4/27)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144521"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144521)</u></a>	due by 5pm
Thu May 4, 2023	 <a href="#"><u>Background Reading for Session 6 (Sheldrake)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144512"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144512)</u></a>	due by 12:30pm
Wed May 10, 2023	 <a href="#"><u>Session 6 Assignment (Sheldrake, 5/4)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144522"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144522)</u></a>	due by 5pm
Thu May 11, 2023	 <a href="#"><u>Background Reading for Session 7 (Bivins)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144513"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144513)</u></a>	due by 12:30pm
Wed May 17, 2023	 <a href="#"><u>Session 7 Assignment (Bivins, 5/11)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144523"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144523)</u></a>	due by 5pm
Thu May 18, 2023	 <a href="#"><u>Background Reading for Session 8 (Casey)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144514"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144514)</u></a>	due by 12:30pm
Wed May 24, 2023	 <a href="#"><u>Session 8 Assignment (Casey, 5/18)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144524"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144524)</u></a>	due by 5pm

Date	Details	Due
Thu May 25, 2023	 <a href="#"><u>Background Reading for Session 9 (Bratman)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144515"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144515)</u></a>	due by 12:30pm
Wed May 31, 2023	 <a href="#"><u>Session 9 Assignment (Bratman, 5/25)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144525"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144525)</u></a>	due by 5pm
Thu Jun 1, 2023	 <a href="#"><u>Background Reading for Session 10 (Hacker)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144506"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144506)</u></a>	due by 12:30pm
Wed Jun 7, 2023	 <a href="#"><u>Session 10 Assignment (Hacker, 6/1)</u></a> <a href="https://canvas.uw.edu/courses/1633871/assignments/8144516"><u>(https://canvas.uw.edu/courses/1633871/assignments/8144516)</u></a>	due by 5pm