

Course Syllabus

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ENV H 205

Environmental Health in Media

Spring 2019

Course Website: <https://canvas.uw.edu/courses/1273402>

Credits: 3

Class: **Wednesdays, 2:30 PM - 4:20 PM**

Odegaard Undergraduate Library, Active Learning Classroom (ALC) 136 ([campus map](#)
(<https://www.washington.edu/visit/files/2015/06/UW-Campus-Map-May-2015.pdf>.)

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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 3		Introduction	Cui
2	April 10	The China Syndrome (1979)	Nuclear Energy	Fenske
3	April 17	Contagion (2011)	Emergency Preparedness	Errett/Cui
4	April 24	Even the Rain (2010)	Water Resources	Cui
5	May 1	Erin Brockovich (2000)	Chromium	Fenske
6	May 8	Promised Land (2012)	Hydrofracturing	Duncan/Cui
7	May 15	Thank You for Smoking (2006)	Tobacco	Fenske
8	May 22	The Lorax (2012)	Air Pollution	Dempsey/Cui
9	May 29	Cesar Chavez (2014)	Worker Health & Pesticides	Fenske
10	June 5	Before the Flood (2017)	Climate Change	Fenske

Why Active Learning? Why Group Work?

This course is offered in an Active Learning Classroom (ALC 136) which includes 10 round tables each with 9 movable chairs to encourage group work and collaboration. Each of the tables is equipped with microphones, call buttons, a large monitor and plug-ins for 3 laptops. These facilities make active learning and group work more feasible. Educational research shows that active learning is more effective than the traditional lecture format because it...

- creates an inclusive classroom for students
- increases student participation
- increases critical thinking, knowledge retention and integration
- allows students to take ownership for their own learning
- increases student contact with the instructor

Student Roles for Group Work

Students will sit at **10 Tables of up to 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 twice. A schedule of assigned roles can be found on the Canvas site Modules page. The perspective of each role is defined here through key questions and tasks:

- **Film Critic (1-2 groups)**
 - 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 (1-2 groups)**
 - What scientific issues are central to the film?
 - Explain the science behind the film and distinguish between fact and fiction
- **Media Correspondent (1-2 groups)**
 - What has happened since the film was made?
 - Discuss the media's response to the environmental health issues in the film
- **Audience (5-6 groups)**
 - How did the film affect our society's thinking about environmental health hazards?
 - Provide feedback from the general public and address ethical issues

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)**, find 1 reference (source) to address the **Discussion Question**, cite it in full bibliographical reference form, and submit this to your group's discussion page by 1:00pm on Monday, in preparation for class discussion. Make sure there are no duplicate sources at your table. You will only receive credit for unique sources.
 1. Film Critic: <http://guides.lib.washington.edu/cinemaStudies>
(<http://guides.lib.washington.edu/cinemaStudies>)
 2. Scientist: <http://webofknowledge.com/WOS> (<http://webofknowledge.com/WOS>) or
<http://guides.lib.washington.edu/environment>
(<http://guides.lib.washington.edu/environment>)
 3. Media Correspondent: <http://guides.lib.washington.edu/commstudies>
(<http://guides.lib.washington.edu/commstudies>)

During class (see Typical Class Session)

1. Use **poll everywhere** to answer 5 questions based on the film
 - Student Log In info: <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/set-up-pe-account/> (<https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/set-up-pe-account/>)
 - Responding to Polls: <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/responding-to-polls/> (<https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/responding-to-polls/>)
 - Support Information: <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/pe-support-info/> (<https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/pe-support-info/>)
1. If you have one of the **Starring Roles (Film Critic, Scientist or Media Correspondent)**,
 1. Each person verbally summarizes their answer the assigned **Discussion Question**
 2. Choose one person to be the Recorder, compiling comments from each of the group members, and one person to be the Presenter, to give a 4-minute presentation to entire class (lead an all-class discussion).
 3. Organize a 4 minute PowerPoint presentation (or other format designated by instructor) to address the **Discussion Question** with input from your group members

4. Submit the PowerPoint presentation via Canvas during class
2. If you are in an **Audience** group,
 1. You will be assigned one discussion question at the beginning of the class session. Spend 5-10 minutes individually to write down your response to the question, and then discuss your answers as a group.
 2. Choose one person as Recorder to compile a list of 3 bullet points or follow-up questions, and submit the bulleted list (with sources if used) via Canvas during class. Also include your group's response to your assigned discussion question, as well as the names of who were present in class.
 3. Ask questions following each presentation.

After class

1. If you have one of the **Starring Roles (Film Critic, Scientist, or Media Correspondent)**,
 1. Write a **Short Essay** (minimum 300 words, 12 point font, 1.5 spacing) addressing the **Discussion Question**. Please use proper in-text citations, and include your discussion question at the top.
 2. Include a **Bibliography** for your minimum 3 references and cite them. *Always* include a web address if the reference was accessed online. Use [this page](#) as guidance to find and cite credible sources. You will get some feedback on the credibility of your sources when you submit the bulleted list responding to your discussion question.

Typical Class Session

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

2:30-2:45pm Instructor-led class discussion of the film and a Quiz on film content administered with Clickers (15 min).

2:45-3:10pm Groups will each address their **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 (25 min).

3:10-4:15pm Groups will take turns giving 4 minute presentations to the entire class and responding to questions from the Audience groups;

Scientist table(s) will present first, followed by instructor's presentation on an overview of the environmental health themes in the film; followed by the remaining starring role student presentations

4:15-4:20pm Students have a chance to submit assignments on Canvas and discuss plans for next week's questions and presentation.

Viewing Films

Hard copies of the films are available on course reserve in the Suzzallo/Allen Media Center

<http://www.lib.washington.edu/media/> [\(http://www.lib.washington.edu/media/\)](http://www.lib.washington.edu/media/). Students can check out one film at a time for 4 hours. The films are library use only. The Media Center 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](#) [\(http://www.lib.washington.edu/media/mediarcade/\)](http://www.lib.washington.edu/media/mediarcade/). They also have individual viewing stations outside the Media Center Desk.

Alternatively, students may rent the films at their own expense.

• Assignments

Individual assignments will be given point values relative to a total 300 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.

6% Poll Everywhere Questions Multiple choice questions to address required film and assess attendance/participation.

Discussion Questions

10% Starring Role Before class, individually identify one credible source of information to answer the question and summarize your findings in 3 bullet points

3% Audience You will be assigned one Discussion Question in class and, as a group, must answer it and summarize your response in 3 bullet points

10% Group Presentations Oral presentation (to class) to answer assigned Discussion Question

60% Short Essays 300 minimum words in a written response to Discussion Questions (for 4 out of 9 films). The grading rubric is provided on pages 11-12.

+10pts Extra Credit 150-300 words reflecting on your own experiences, identifying one that has influenced your position on an environmental health issue (such as, but not limited to: climate change, pesticides, smoking, air or water pollution, etc.). Elaborate on how that experience supports your position and whether or not it contradicts scientific evidence.

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

Attendance and Class Participation

Students are expected to attend all classes. We will grade class participation with clickers. We will use poll everywhere for clicker questions. 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 poll everywhere 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.

Access and Accommodations

Your experience in this class is important to me. 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 (conditions 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 (<mailto:uwdrs@uw.edu>) or [disability.uw.edu](http://depts.washington.edu/uwdrs/) (<http://depts.washington.edu/uwdrs/>). 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. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

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 (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. In addition to earning a grade of zero on the assignment or exam, all cases will be referred to the University Disciplinary Committee. For more information, see the University of Washington Community Standards and Student Conduct website.

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> (<http://depts.washington.edu/grading/conduct/index.html>). In addition, we recommend the following online tools to help you avoid plagiarism:

1. **VeriCite** is activated on all of your writing assignments. This is a web-based system that allows student papers to be submitted and checked for plagiarism. After you submit your assignment, click "Submission Details", and you can view the score in percentage (it may take a little while for the VeriCite score to display). Please use this tool

and resubmit your assignment if you are not happy with the VeriCite 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 [. \(https://www.youtube.com/watch?v=m0GJ_bErmRc%20\)](https://www.youtube.com/watch?v=m0GJ_bErmRc%20)



[\(https://www.youtube.com/watch?v=m0GJ_bErmRc%20\)](https://www.youtube.com/watch?v=m0GJ_bErmRc%20)

3. Read the Purdue University Online Writing Lab website to learn more about "Avoiding plagiarism."

1. Overview and Contradictions: <http://owl.english.purdue.edu/owl/resource/589/1/>

[\(http://owl.english.purdue.edu/owl/resource/589/1/\)](http://owl.english.purdue.edu/owl/resource/589/1/)

2. Is it Plagiarism Yet?: <http://owl.english.purdue.edu/owl/resource/589/02/>

[\(http://owl.english.purdue.edu/owl/resource/589/02/\)](http://owl.english.purdue.edu/owl/resource/589/02/)

3. Safe Practices: <http://owl.english.purdue.edu/owl/resource/589/03/>

[\(http://owl.english.purdue.edu/owl/resource/589/03/\)](http://owl.english.purdue.edu/owl/resource/589/03/)

4. Take the "Plagiarism Self Test," by Western Carolina University: <http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/faculty-toolbox/tools-for-writing-assignments/plagiarism-resources/the-plagiarism-self-test/> [. \(http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/faculty-toolbox/tools-for-writing-assignments/plagiarism-resources/the-plagiarism-self-test/\)](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/faculty-toolbox/tools-for-writing-assignments/plagiarism-resources/the-plagiarism-self-test/)

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>

[\(http://depts.washington.edu/owrc/signup.php\)](http://depts.washington.edu/owrc/signup.php)

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

[\(http://lib.washington.libcal.com/booking/owrc\)](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>

[\(http://www.bothell.washington.edu/wacc/for-students/eslhandbook\)](http://www.bothell.washington.edu/wacc/for-students/eslhandbook)

Diversity and Inclusion

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. 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 respecting the many social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner.

DCinfo@uw.edu (<mailto:DCinfo@uw.edu>) is a resource for students with classroom climate concerns.

A GUIDE TO QUALITY SOURCES

	The Bad	The Better	The Best
Scientists	Wikipedia, biased blogs, unreferenced websites, low quality news (Huffington Post)	Recognized agencies (CDC, WHO, UNICEF), Scientific articles (Time Magazine, New York Times)	Primary literature (located by Pubmed, Web of Science)
Film Critic	Wikipedia, personal blogs (Tumblr), biased blogs, unreferenced opinion pieces	Entertainment based reviews (TV Weekly, Entertainment, Rotten Tomatoes)	Professional reviews and critics (New Yorker, Los Angeles Times, New York Times)
Media Correspondent	Wikipedia, biased blogs, unreferenced websites, Reddit	Low quality news sources (Huffington Post, Fox News)	Primary literature (history and news articles), High quality news sources (CNN, BBC, New York Times)

The Ins and Outs of Research and Citations: *A quick guide to references in a paper*

STEP ONE: Where to start

1. Visit databases

- Scientist: [UW Library](#), [Web of Science](#), [PubMed](#), [GoogleScholar](#)
- Film Critic: [Google](#), [Metacritic](#), [UW Library](#)
- Media: [UW Library](#), [Google](#)

2. Use articles found in these data bases to find your 1 or more sources required.

NOTE: Wikipedia is not considered a quality source. Please feel free to use it to find other articles (found at the bottom of the page) to use. Be aware that some of the articles found on Wikipedia are not good sources either.



**DATABASES ARE NOT SOURCES!
THEY ARE SITES USED TO FIND
CREDIBLE PRIMARY REFERENCES**

**STEP TWO: In-text citations**

1. Identify when you need to use an in-text citation
 - Direct quotes
 - Paraphrased ideas
 - References to sources
2. Cite source as following at the end of the thought, before punctuation:
(AUTHOR, YEAR)

STEP THREE: Bibliography

1. Choose Your style: MLA, APA, Chicago, etc.
2. Make sure ALL sources have the following information:
 - Authors
 - Date of Publication
 - Title of Article/Webpage
 - Publisher/Sponsor
 - URL of Webpage
3. Visit bibliography websites to confirm or help cite
 - [**UW Library](#)
 - [Purdue Owl](#)
 - [Endnote](#)
 - [Zotero](#)

CITATION EXAMPLES

Feel free to use any of these styles, or another, as long as you have proper citation!

You can also number your sources and use the numbers for in text citations.

MLA

Website: (EPA)

Environmental Protection Agency (EPA). "Wells G & H." Waste Site Cleanup and Reuse in New England. US Environmental Protection Agency, 5 Jan. 2015. Web. 05 May 2015.
<http://www.epa.gov/region1/superfund/sites/wellsg>

Article: (Costas et al., 2002)

Costas, Kevin, Robert S. Knorr, and Suzanne K. Condon. "A case-control study of childhood leukemia in Woburn, Massachusetts: the relationship between leukemia incidence and

exposure to public drinking water." *Science of the Total Environment* 300.1 (2002): 23-35.



APA

Website: (EPA, 2015)

Environmental Protection Agency (EPA). (2015). Waste Site Cleanup and Reuse in New England. Retrieved May 5, 2015, from <http://www.epa.gov/region1/superfund/sites/wellsgh>

Article: (Costas et al., 2002)

Costas, K., Knorr, R. S., & Condon, S. K. (2002). A case-control study of childhood leukemia in Woburn, Massachusetts: the relationship between leukemia incidence and exposure to public drinking water. *Science of the Total Environment*, 300(1), 23-35.

CHICAGO

Website: (1)

(1)Environmental Protection Agency. Waste Site Cleanup and Reuse in New England. January 5, 2015. Accessed May 5, 2015. <http://www.epa.gov/region1/superfund/sites/wellsgh>.

Article: ²

2. Costas, Kevin, Robert S. Knorr, and Suzanne K. Condon. "A case-control study of childhood leukemia in Woburn, Massachusetts: the relationship between leukemia incidence and exposure to public drinking water." *Science of the Total Environment* 300, no. 1 (2002): 23-35.

SHORT ESSAY RUBRIC (30 points)

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Focus (9)	9 - Clearly addresses all of the questions for the position assigned; ideas are clear and all on topic	8 - Clearly addresses all of the questions for the assignment, but may divert off topic once	6 - Addresses the question(s) for the assignment, but does not stay on topic; ideas may be conflicting or may consist of many personal stories or opinions	4 - Does not address one part of the assignment or ideas are confusing and off topic or may consist mostly of personal stories or opinion	2 - Does not address most parts of the question or essay is only personal stories and opinion	1 - Does not address the assigned questions; ideas do not correlate to the question	0 - Does not address environmental health or the assignment
Content (10)	10 - Ideas are exceptionally well developed and supported; Evidence of critical thought and evaluation of film as well as environmental health is present	9 - Ideas are well developed and mostly supported; AND some evidence of critical thinking is present, but may not be throughout entire paper	7 - Ideas are somewhat developed or supported; OR some evidence of critical is lacking	5 - Ideas are still somewhat developed, but do not appear well thought out; there is very little If any evidence of critical environmental thinking	3 - Ideas do not appear to be developed or lack support at times; AND response fails to consider environmental health	1 - Ideas are not developed or lack support; no evidence of critical thinking or consideration of environmental health	0 - No evidence of critical thinking or consideration exists AND ideas are not developed to relate to the movie
Research (5)	5 - Sources effectively support and are well incorporated into paper AND all sources show proper citation AND all sources are high quality and include one or more primary source, other than the movie		3 - Sources may be referenced in text, but do not always contribute to the greater theme or the paper OR sources include one or more primary sources, though not all are high quality		1 - Sources are not referenced in the paper or in text citations OR all sources are secondary sources (i.e. Wikipedia) OR sources are not cited correctly within the text or bibliography		0 - Did not include sources
Organization (3)	3 - Response was well thought out and planned; AND shows mastery of flow; AND ideas build off of one another.		1.5 - Response was somewhat thought out and planned AND seems to jump between ideas at times AND some consideration flow though reads choppy		0 - Response seemed to have little planning or rushed thinking OR ideas do not necessarily match and may conflict OR paper is difficult to follow as a whole		Organization (3)
Grammar and Style (3)	3 - Sentences are clear and varied; AND grammar, spelling, punctuation, and syntax show one or fewer mistakes.		1.5 - Sentences may be difficult to follow at times or repetitive; OR grammar, spelling, punctuation, and syntax have two to three mistakes.		0 - Sentences are confusing and difficult to understand; style reads mostly repetitive; OR grammar, spelling, punctuation, and syntax have four or more mistakes.		Grammar and Style (3)

Course Summary:

Date	Details	
Thu May 24, 2018	 THANK YOU FOR SMOKING Poll Everywhere Questions (https://canvas.uw.edu/courses/1273402/assignments/4693314)	due by 2:45pm
Wed Apr 3, 2019	 Environmental Health Concepts (https://canvas.uw.edu/courses/1273402/assignments/4693277)	due by 4:20pm
Fri Apr 5, 2019	 Initial Course Survey (https://canvas.uw.edu/courses/1273402/assignments/4693260)	due by 11:59pm
Mon Apr 8, 2019	 Sources for THE CHINA SYNDROME (https://canvas.uw.edu/courses/1273402/assignments/4704102)	due by 1pm
	 Pre-Class Quiz for The China Syndrome (Reading) (https://canvas.uw.edu/courses/1273402/assignments/4693278)	due by 2pm
Wed Apr 10, 2019	 Discussion Question for The China Syndrome - Audience (https://canvas.uw.edu/courses/1273402/assignments/4693286)	due by 4:20pm
	 Presentation for The China Syndrome - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693297)	due by 4:20pm

Date	Details	
Mon Apr 15, 2019	 Sources for CONTAGION (https://canvas.uw.edu/courses/1273402/assignments/4705224)	due by 1pm
	 Pre-Class Quiz for Contagion (Reading) (https://canvas.uw.edu/courses/1273402/assignments/4693269)	due by 2pm
Wed Apr 17, 2019	 Discussion Question for Contagion - Audience (https://canvas.uw.edu/courses/1273402/assignments/4693282)	due by 4:20pm
	 Presentation for Contagion - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693293)	due by 4:20pm
	 Short Essay on The China Syndrome - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693308)	due by 11:59pm
Mon Apr 22, 2019	 Sources for EVEN THE RAIN (https://canvas.uw.edu/courses/1273402/assignments/4705217)	due by 1pm
	 Pre-Class Quiz for Even the Rain (Reading) (https://canvas.uw.edu/courses/1273402/assignments/4693276)	due by 2pm
Wed Apr 24, 2019	 Discussion Question for Even the Rain - Audience (https://canvas.uw.edu/courses/1273402/assignments/4693284)	due by 4:20pm
	 Presentation for Even the Rain - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693295)	due by 4:20pm
	 Short Essay on Contagion - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693304)	due by 11:59pm
Mon Apr 29, 2019	 Sources for ERIN BROCKOVICH (https://canvas.uw.edu/courses/1273402/assignments/4705221)	due by 1pm
	 Pre-Class Quiz for Erin Brockovich (Reading) 2018 (https://canvas.uw.edu/courses/1273402/assignments/4693262)	due by 2pm
Wed May 1, 2019	 Discussion Question for Erin Brockovich - Audience (https://canvas.uw.edu/courses/1273402/assignments/4693283)	due by 4:20pm
	 Presentation for Erin Brockovich - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693294)	due by 4:20pm
	 Short Essay on Even the Rain - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693306)	due by 11:59pm
Mon May 6, 2019	 Sources for PROMISED LAND (https://canvas.uw.edu/courses/1273402/assignments/4705223)	due by 1pm

Date	Details	
Wed May 8, 2019	 Pre-Class Quiz for Promised Land (Reading/Video) https://canvas.uw.edu/courses/1273402/assignments/4693267	due by 2pm
	 Discussion Question for Promised Land - Audience https://canvas.uw.edu/courses/1273402/assignments/4693285	due by 4:20pm
	 Presentation for Promised Land - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693296	due by 4:20pm
	 Short Essay on Erin Brockovich - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693305	due by 11:59pm
Mon May 13, 2019	 Sources for THANK YOU FOR SMOKING https://canvas.uw.edu/courses/1273402/assignments/4705227	due by 1pm
	 Pre-Class Quiz for Thank You For Smoking (Reading) https://canvas.uw.edu/courses/1273402/assignments/4693270	due by 2pm
Wed May 15, 2019	 Discussion Question for Thank You For Smoking - Audience https://canvas.uw.edu/courses/1273402/assignments/4693287	due by 4:20pm
	 Presentation for Thank You For Smoking - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693298	due by 4:20pm
	 Short Essay on Promised Land - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693307	due by 11:59pm
	Mon May 20, 2019	 Sources for THE LORAX https://canvas.uw.edu/courses/1273402/assignments/4705230
 Pre-Class Quiz for The Lorax (Reading/Video) https://canvas.uw.edu/courses/1273402/assignments/4693261		due by 2pm
Wed May 22, 2019	 Discussion Question for The Lorax - Audience https://canvas.uw.edu/courses/1273402/assignments/4693288	due by 4:20pm
	 Presentation for The Lorax - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693299	due by 4:20pm
	 Short Essay on Thank You For Smoking - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693309	due by 11:59pm
	Mon May 27, 2019	 Sources for CESAR CHAVEZ https://canvas.uw.edu/courses/1273402/assignments/4705231
 Pre-Class Quiz for Cesar Chavez (Reading) https://canvas.uw.edu/courses/1273402/assignments/4693268		due by 2pm
Wed May 29, 2019	 Discussion Question for Cesar Chavez - Audience https://canvas.uw.edu/courses/1273402/assignments/4693281	due by 4:20pm
	 Presentation for Cesar Chavez - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693292	due by 4:20pm
	 Short Essay on The Lorax - Starring Role https://canvas.uw.edu/courses/1273402/assignments/4693310	due by 11:59pm

Date	Details	
Mon Jun 3, 2019	 Sources for BEFORE THE FLOOD (https://canvas.uw.edu/courses/1273402/assignments/4705232)	due by 1pm
	 Pre-Class Quiz for Before the Flood (Reading) (https://canvas.uw.edu/courses/1273402/assignments/4693264)	due by 2pm
Wed Jun 5, 2019	 Discussion Question for Before The Flood - Audience (https://canvas.uw.edu/courses/1273402/assignments/4693289)	due by 4:20pm
	 Presentation for Before the Flood - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693300)	due by 4:20pm
	 Short Essay on Cesar Chavez - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693303)	due by 11:59pm
Thu Jun 6, 2019	 End-quarter survey (https://canvas.uw.edu/courses/1273402/assignments/4693263)	due by 11:59pm
Wed Jun 12, 2019	 Reflection on Promised Land - EXTRA CREDIT (https://canvas.uw.edu/courses/1273402/assignments/4693302)	due by 11:59pm
	 Short Essay on Before the Flood - Starring Role (https://canvas.uw.edu/courses/1273402/assignments/4693311)	due by 11:59pm
	 2019 Contagion clicker questions (https://canvas.uw.edu/courses/1273402/assignments/4795244)	
	 2019 Even the Rain clicker questions (https://canvas.uw.edu/courses/1273402/assignments/4801091)	
	 Cesar Chavez clicker questions (https://canvas.uw.edu/courses/1273402/assignments/4693279)	
	 Contagion Poll Everywhere questions (https://canvas.uw.edu/courses/1273402/assignments/4693280)	
	 Erin Brockovich clicker questions (https://canvas.uw.edu/courses/1273402/assignments/4693290)	
	 EVEN THE RAIN Poll Everywhere Questions (https://canvas.uw.edu/courses/1273402/assignments/4693291)	
	 Promised Land clicker questions (https://canvas.uw.edu/courses/1273402/assignments/4693301)	
	 The China Syndrome 2019 Poll Everywhere Questions (https://canvas.uw.edu/courses/1273402/assignments/4788845)	
	 The Lorax clicker questions 2018 (https://canvas.uw.edu/courses/1273402/assignments/4693315)	
	 Under the Dome clicker questions (https://canvas.uw.edu/courses/1273402/assignments/4693316)	