

Course Syllabus

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General Information

Instructors

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Clinical Assistant Professor, Environmental & Occupational Health Sciences

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Meetings by appointment

Jeremy Hess, MD, MPH

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

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Meetings by appointment

Teaching Assistants

Suzy An, MS student in Environmental Toxicology

Email: suji@uw.edu

Meetings by appointment

Chris Boyer, MPH, PhD student DEOHS

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Meetings by appointment

Schedule: T Th 10:35-12:30

This class is now entirely online.

[Class website](#)

Course Description

This course provides a graduate-level overview of the multidisciplinary field of environmental and occupational health sciences as well as food and nutrition for public health. The four-credit course covers a broad spectrum of environmental hazards and contexts; their interactions with social, biological, and genetic influences on health; and their relevance to the effective assurance and promotion of public health. Consistent with its focus on food and nutrition, the course places special emphasis on issues related to food systems and health. We will consider environmental, occupational, and nutritional problems in different settings (e.g. the workplace, community, and home) and at varying scales (local, regional, and global), and use 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 and emphasizes systems science methods and policy solutions to environmental health concerns.

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 in groups and on small teams; 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; and describe their principal effects on health and interactions with biological and genetic health determinants.
2. Cycles: Characterize nutrient and other major cycles relevant to public health and describe these cycles in terms of 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; and 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, well-being, 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.

1. Social context: Identify and discuss how socioeconomic, political, cultural, behavioral and perceptual factors might interact with environmental factors and influence health risks.
3. Systems thinking: Examine relationships between system structure and dynamics, environmental hazards, social contexts, and vulnerability on health, wellbeing, and equity; and discern how complex system dynamics complicate management of associated risks.
4. Food systems: Describe major food production and distribution systems with attention to scope and scale; and 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 the focus on selected case situations that bring in information from more- and less-developed regions. 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. Modules will include prerecorded lectures and small group exercises to: 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>Class</u>	<u>Date</u>	<u>Topic</u>	<u>Speaker(s)</u>	<u>Assignments Due</u> (all submitted via Canvas)
1	3/31	Course Introduction, Biological, Genetic, and Social Determinants of Health	Jeremy Hess	Reading: Chapters 1&2 in <i>Environmental Health: from Global to Local</i>
2	4/2	Ecology, Systems, and Planetary Health	Jeremy Hess	
3	4/7	One Health and Environmental	Peter Rabinowitz	

		Epidemiology		
4	4/9	Exposure Science	Mike Yost	SGE1
5	4/14	Disasters	Nicole Errett	SAE1
6	4/16	Air Pollution Epidemiology	Joel Kaufman	SGE2
7	4/21	Water and Sanitation	Scott Meschke	
8	4/23	Ecology of Microbial Hazards	Scott Meschke	SGE3
9	4/28	Vector-borne Disease Ecology	Cory Morin	
10	4/30	Midterm		
11	5/5	Food Systems	Jennifer Otten	SGE4, Food Handler Training
12	5/7	Nutritional Science	Michelle Averill	
13	5/12	Addressing Determinant of Health	Jeremy Hess	
14	5/14	Occupational Health	Noah Seixas	SGE5
15	5/19	Food Security	Jennifer Otten	PB
16	5/21	Food Contamination and Pesticides	Mike Rosenfeld	SGE6
17	5/26	Climate Change	Kristie Ebi	
18	5/28	Built Environment	Andrew Dannenberg	SGE7
19	6/2	Nature Contact	Kathleen Wolf	SAE2
20	6/4	DEOHS Grad Student Research	Various	SGE8
	6/8	Final exam		

Required reading and viewing

Reading and viewing materials will be on the course Canvas site, accessible through module links. Readings will be a mixture of textbook chapters, primary literature, popular texts, online material, videos, and other media. You will be able to access most of the readings through the Canvas site.

The text, Frumkin's *Environmental Health: From Global to Local (3^d Edition)*. Jossey-Bass, 2016, cannot be directly posted on the Canvas site. As a UW student, you have access to the text free of charge as an **e-book** (<https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576>) through the UW libraries. If you prefer a physical copy of the text, it is available for purchase or rent from Amazon as well as other retailers.

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.

Modules

- Reading and viewing
- Food-handler online training

Exams

- Midterm
- Final

Exercises

- Small group exercises
- Systems exercises
- Policy brief, references, per review

Modules: Students should complete preparatory reading and viewing of the lectures. As part of a preparation for the nutrition and food systems aspect of the course, students will also complete the [online Washington state food handler training](http://www.foodworkercard.wa.gov) (<http://www.foodworkercard.wa.gov>) before Week 11. 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", right after completion of the exam, as a pdf or screenshot of the completion page, and upload the file to the course assignment page. If you have an active permit, you are not required to take the training but need to upload the copy of the permit (via scanning or taking picture) to the course assignment page. Each module will also include small group exercises (described below). These exercises will generally be due one week after the module is completed.

Exams: There is one in-class mid-term and one final, scheduled as noted on the syllabus; each count for 15% of the grade. These exams will be timed, open book, and administered online via Canvas.

Exercises: Students will complete three sets of exercises over the course of the quarter.

The first set are **small group exercises (SGEs)**. Small groups will be formed at the beginning of the quarter and students will review material and discuss the answers to a set of questions pertaining to recent lectures. Students can decide how they communicate to complete these exercises. This could be done via Zoom, Skype, group phone calls, or simply via email. One person from the group will submit the answers (no longer than 1 typed page) with all group member names included. Groups will be reassigned half way through the quarter. Note: The first SGE will be done individually.

The second set are **systems analysis exercises (SAEs)**. The SAEs focus on systems science and analysis of systems relevant to environmental health and food systems. Some systems science material will be covered in the SGEs and some in the SAEs. The two SAEs are aimed at developing the students' abilities at recognizing, describing, and exploring complex systems and their management, particularly in relation to policy development and application. These first exercise will be completed individually while the second will be done with a partner.

The third exercise is the **policy brief (PB)**. The PB will focus on an environmental health, nutrition, or food systems problem and a set of policy options and will be done in self-selected pairs. Each team will have the option of developing either a written or an audio policy brief.

All exercises must be electronically submitted on the due date without exception. Students are encouraged early to avoid submission mishaps.

The three sets of exercises are outlined below. Additional details will be available at the time assignments are made.

Small group exercises (SGEs): This series of exercises is designed for students to engage with the material presented in recent classes and to explore its application to different contexts, problems, and solution spaces. The SGEs are also designed to promote interaction and team problem solving involving students from different disciplines and with different experiences and perspectives.

Systems analysis exercises (SAEs): This series of exercises is designed for students to develop and practice skills related to identifying complex systems, communicating about system behavior, using systems thinking to identify potential system management strategies, and using systems science to approach public health problems. In the first exercise, students will work individually to identify and describe several different complex systems relevant to environmental health and nutrition, paying particular attention to their dynamics. In the second exercise, students will work with a partner to apply the skills they have developed regarding systems science to policy analyses. Additional details, including specific dates for assignments, will be provided.

Policy brief with annotated references: Each student will work in a self-selected student pair to create one written policy brief or audio policy brief podcast. In both cases, students will submit an annotated reference list with their final assignment. The policy brief will focus on an environmental health issue of the students' choice. 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.

According to the Food and Agricultural Organization, a written 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]

Both the written and audio policy brief podcasts should introduce, summarize, and dramatize the issue of concern; present policy management options; and make specific recommendations regarding policy actions. The briefs should be aimed at government policymakers and interested, informed citizens who want to inform policy. Written policy briefs should be ≤1000 words, not counting references. Audio policy brief podcasts should be less than 10 minutes long. Reference lists should be submitted for both. Written policy briefs should include in-line reference notations linked to a separate annotated reference list. Annotations should include a brief statement about the cited reference to clarify or support points in the policy brief. Additional information regarding each format will be available with the assignment, as will examples of successful written briefs (no examples of audio policy brief podcasts are available as this is the first year we have explored this format).

Professionalism, expectations, and shared improvement: Students, instructors, and teaching assistants are expected to perform collaboratively and effectively in their student pairs and to promote collegiality, integrity, inclusion, trust, respect, and ethical principles in all learning experiences.

Part of this relates to maintaining academic integrity. Students at UW are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health 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). You should 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 the University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website (<https://www.washington.edu/cssc/> [_ \(https://www.washington.edu/cssc/\)](https://www.washington.edu/cssc/)).

Professionalism also relates to promoting a classroom climate that fosters inclusion and reflects our collective values. The UW School of Public Health seeks to ensure that all students are fully included in each course. We strive to overcome systemic racism by creating an environment that reflects community, mutual caring, and respect, while we actively work to combat all forms of social oppression. This is a work in progress, as transformation is rarely a fully-completed project. In ENV H 511, we will look for opportunities to improve our performance as we seek to break down institutional racism. This can include course readings, class interactions, faculty performance, and/or the institutional environment. I encourage students to talk with the professor, the TA, and/or the program director if you have concerns about classroom climate. [DCinfo@uw.edu \(mailto:DCinfo@uw.edu\)](mailto:DCinfo@uw.edu) is a resource for students with classroom climate concerns.

We have the privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important—share it. It will enrich others.
- My students' and colleagues' viewpoints are important—listen to them. Do not judge them.

- Extend the same listening respect to others I would wish them to extend to me. We all have room to grow to become better non-judgmental listeners.
- Recognize that I might miss things others see and see things others might miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Ask questions when I don't understand something.
- Surface my feelings in such a way that it makes it easier for others to surface theirs.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of either-or thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.

Please talk with your instructors (Cory Morin or Jeremy Hess) 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 (Scott Meschke, jmeschke@uw.edu) or manager (Jon Sharpe, jsharp@uw.edu) in my department, or your chosen contact person in your department or the Dean's office.

Grading

Weighting of course assignments for overall course grade:

Category	Item	Weight
Exercises		70%
	Small group exercises (SGEs)	(30%)
	Systems analysis exercises (SAEs)	(20%)
	Policy analysis with annotated references	(20%)
Exams		30%
	Midterm	(15%)
	Final	(15%)
Total		100%

Exercises: These are graded using evaluation rubrics based on course learning objectives. The SGEs will be 30% of the grade, the SAEs 20%, and the PB 20%. 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).*

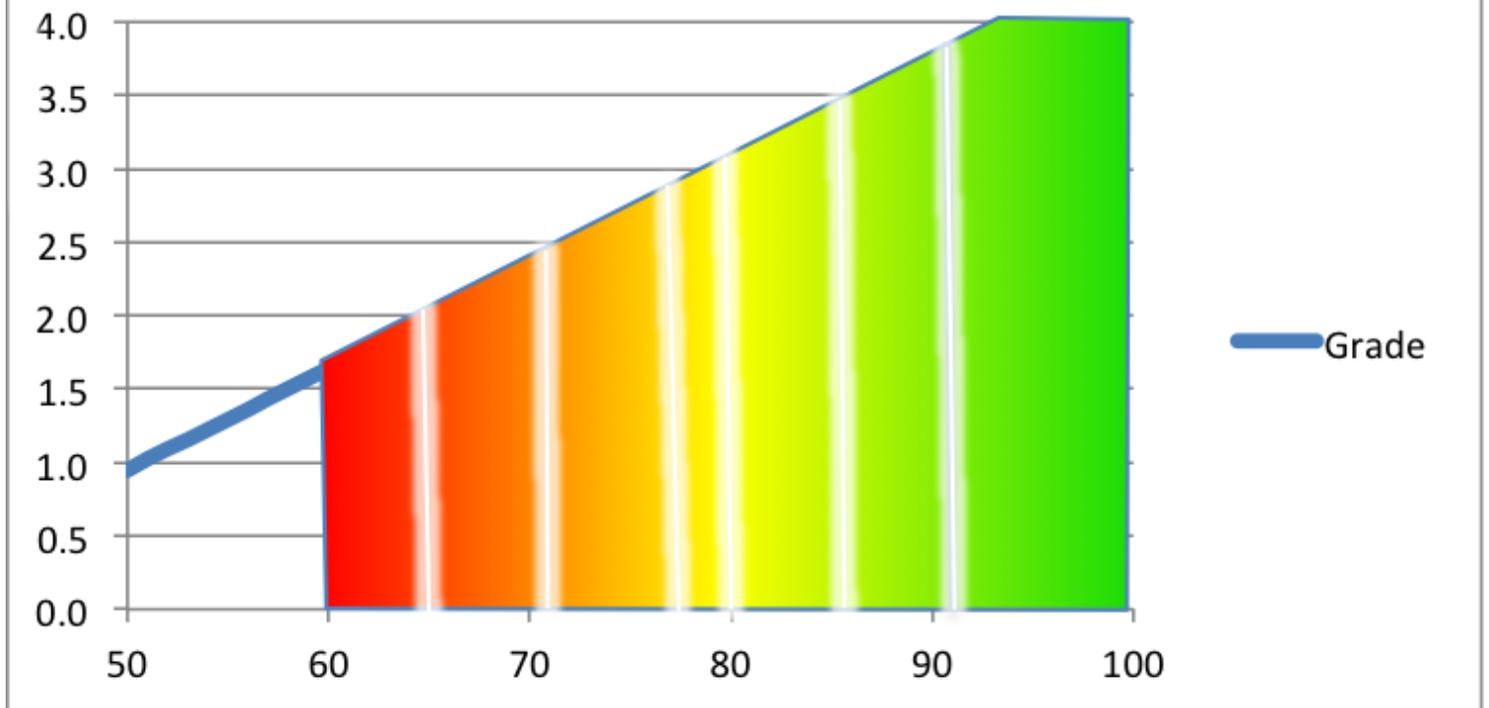
Exercises may be graded with a percent score or on a 4-point UW grading scale. Grading guidelines are:

- 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.

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 percentages are translated into grades on the UW 4-point scale:

4-Point and Percentage Grades



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/). In some instances, numerical grades in percentage form will be assigned; these grades map to the 4-point scale as noted above. The midterm and the final exam will each count for 15% of the grade.

Extra Credit is available, for up to 5% of the grade. There are three options for the extra credit; they can be combined up to a total of 5%:

- Film Review (2.5 point toward final grade):** Select, watch, and review a film or similar production on a topic of importance to environmental health, occupational health & safety, planetary health, nutrition, or food systems. Ask the instructor or a teaching assistant before selecting something to review. After watching, write a one-page report summarizing why you chose the film, what you learned, and how it relates to the themes you have studied in the class.
- Book Review (5 points toward the final grade):** Select a book focused on the topic of importance to environmental health, occupational health & safety, planetary health, nutrition, or food systems. Ask the instructor or a teaching assistant before making your selection. After reading the book, write a two-page report summarizing why you chose it, what you learned, how it relates to the themes you have studied in class, whether you would recommend it to your classmates, and why.

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.

Course Summary:

Date	Details
Tue Mar 31, 2020	 Session 1 (https://canvas.uw.edu/calendar?event_id=1427706&include_contexts=course_1372502) 10:30am to 12:15pm
	 Session 1 Tuesday, March 31: Orientation, Introduction, and Determinants of Health (https://canvas.uw.edu/courses/1372502/assignments/5270463) due by 11:59pm
Thu Apr 2, 2020	 Session 2 Thursday, April 2: Ecology, Systems, & Planetary Health (https://canvas.uw.edu/courses/1372502/assignments/5270465) due by 11:59pm
Tue Apr 7, 2020	 Session 3 Tuesday, April 7: One Health & Systems (https://canvas.uw.edu/courses/1372502/assignments/5270467) due by 11:59pm
Thu Apr 9, 2020	 Individual Exercise 1 (https://canvas.uw.edu/courses/1372502/assignments/5270473) due by 11:59pm
	 Session 4 Thursday, April 9: Exposure Science (https://canvas.uw.edu/courses/1372502/assignments/5270466) due by 11:59pm

Date	Details	
Tue Apr 14, 2020	 Session 5 Tuesday, April 14: Disasters https://canvas.uw.edu/courses/1372502/assignments/5270472	due by 11:59pm
	 Systems Analysis Exercise 1 (Due 4/14) https://canvas.uw.edu/courses/1372502/assignments/5270481	due by 11:59pm
Thu Apr 16, 2020	 Session 6 Thursday, April 16: Air Pollution Epidemiology https://canvas.uw.edu/courses/1372502/assignments/5270468	due by 11:59pm
	 Small Group Exercise 2 https://canvas.uw.edu/courses/1372502/assignments/5270474	due by 11:59pm
Tue Apr 21, 2020	 Session 7 Tuesday, April 21: Water and Sanitation https://canvas.uw.edu/courses/1372502/assignments/5270470	due by 11:59pm
Thu Apr 23, 2020	 Session 8: Ecology of Microbial Hazards https://canvas.uw.edu/calendar?event_id=1488396&include_contexts=course_1372502	10:30am to 12:30pm
	 Session 8 Thursday, April 23: Ecology of Microbial Hazards https://canvas.uw.edu/courses/1372502/assignments/5270471	due by 11:59pm
	 Small Group Exercise 3 https://canvas.uw.edu/courses/1372502/assignments/5270475	due by 11:59pm
Tue Apr 28, 2020	 Session 9: Vector-borne Disease Ecology https://canvas.uw.edu/calendar?event_id=1492178&include_contexts=course_1372502	10:30am to 12:30pm
	 Session 9 Tuesday, April 28: Vector-borne Disease and Ecology https://canvas.uw.edu/courses/1372502/assignments/5355602	due by 11:59pm
Thu Apr 30, 2020	 Midterm Exam https://canvas.uw.edu/courses/1372502/assignments/5270441	due by 11:59pm
	 Session 10 Thursday, April 30: Midterm https://canvas.uw.edu/courses/1372502/assignments/5270452	due by 11:59pm

Date	Details	
Tue May 5, 2020	 Session 11: Food Systems (https://canvas.uw.edu/calendar?event_id=1496309&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 11 Tuesday, May 5: Food Systems (https://canvas.uw.edu/courses/1372502/assignments/5270454)	due by 11:59pm
	 Small Group Exercise 4 (https://canvas.uw.edu/courses/1372502/assignments/5270476)	due by 11:59pm
	 Washington state food handler training (Due 5/5) (https://canvas.uw.edu/courses/1372502/assignments/5270483)	due by 11:59pm
Thu May 7, 2020	 Nutritional Science (https://canvas.uw.edu/calendar?event_id=1499196&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 12 Thursday, May 7: Nutritional Science (https://canvas.uw.edu/courses/1372502/assignments/5270453)	due by 11:59pm
Tue May 12, 2020	 ENV H 511 A Sp 20: Environmental And Occupational Health (https://canvas.uw.edu/calendar?event_id=1502269&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 13 Tuesday, May 12: Determinants of Health (https://canvas.uw.edu/courses/1372502/assignments/5270455)	due by 11:59pm
Thu May 14, 2020	 Session 14: Occupational Health (https://canvas.uw.edu/calendar?event_id=1503161&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 14 Thursday, May 14: Occupational Health (https://canvas.uw.edu/courses/1372502/assignments/5270459)	due by 11:59pm
	 Small Group Exercise 5 (https://canvas.uw.edu/courses/1372502/assignments/5270477)	due by 11:59pm
Tue May 19, 2020	 Session 15: Food Security (https://canvas.uw.edu/calendar?event_id=1505557&include_contexts=course_1372502)	10:30am to 12:30pm
	 Policy Brief (https://canvas.uw.edu/courses/1372502/assignments/5270450)	due by 11:59pm
	 Session 15 Tuesday, May 19: Food Security (https://canvas.uw.edu/courses/1372502/assignments/5355651)	due by 11:59pm

Date	Details	
Thu May 21, 2020	 Session 16: Food Contamination and Pesticides (https://canvas.uw.edu/calendar?event_id=1507146&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 16 Thursday, May 21: Food Contamination and Pesticides (https://canvas.uw.edu/courses/1372502/assignments/5270456)	due by 11:59pm
	 Small Group Exercise 6 (https://canvas.uw.edu/courses/1372502/assignments/5270478)	due by 11:59pm
Tue May 26, 2020	 Session 17: Climate Change (https://canvas.uw.edu/calendar?event_id=1509244&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 17 Tuesday, May 26: Climate Change (https://canvas.uw.edu/courses/1372502/assignments/5270469)	due by 11:59pm
Thu May 28, 2020	 Session 18: Built Environment (https://canvas.uw.edu/calendar?event_id=1510762&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 18 Thursday, May 28: Built Environment (https://canvas.uw.edu/courses/1372502/assignments/5270458)	due by 11:59pm
	 Small Group Exercise 7 (https://canvas.uw.edu/courses/1372502/assignments/5270479)	due by 11:59pm
Tue Jun 2, 2020	 Session 19: Nature Contact (https://canvas.uw.edu/calendar?event_id=1513779&include_contexts=course_1372502)	10:30am to 12:30pm
	 Session 19 Tuesday, June 2: Nature Contact (https://canvas.uw.edu/courses/1372502/assignments/5270457)	due by 11:59pm
Fri Jun 5, 2020	 Systems Analysis Exercise 2 (Due 6/5) (https://canvas.uw.edu/courses/1372502/assignments/5270482)	due by 11:59pm
Sun Jun 7, 2020	 Small Group Exercise 8 (https://canvas.uw.edu/courses/1372502/assignments/5270480)	due by 11:59pm
Mon Jun 8, 2020	 Final Exam (https://canvas.uw.edu/courses/1372502/assignments/5270440)	due by 11:59pm

Date	Details
Thu Jun 11, 2020	 Extra Credit - Book Report (https://canvas.uw.edu/courses/1372502/assignments/5270443) due by 11:59pm
	 Extra Credit - Film Review (Optional, For second Film review submission) (https://canvas.uw.edu/courses/1372502/assignments/5270446) due by 11:59pm
	 Extra Credit - Film Review 1 (https://canvas.uw.edu/courses/1372502/assignments/5270445) due by 11:59pm
	 Diagramming Health Determinant Dynamics (https://canvas.uw.edu/courses/1372502/assignments/5480565)
	 Tracking SDOH in US Cities (https://canvas.uw.edu/courses/1372502/assignments/5480611)