

# Course Syllabus

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## ENV H 510 A: Global Environmental and Occupational Health

Spring 2021

4 credits, graded

### General Information



(<https://deohs.washington.edu/faculty/anne-riederer>)

*Instructor*

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**Schedule: T Th 10:30AM-12:20PM Pacific Daylight Time on Zoom**

This class is entirely online in Spring 2021.

### 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. 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 low-, middle-, and high-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 policy solutions to environmental and occupational 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: \*

- Foundations:** Describe and discuss foundational concepts and strategies of environmental and occupational health sciences and draw generalizable conclusions about how they apply in different situations and at various scales.
- Global Health:** Contrast environmental health problems between higher-income and lower-income populations, and discuss impacts of global social, economic and environmental trends on environmental public health.
- 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.
- Policy:** Develop evidence-based and sustainable strategies to improve health, wellbeing and equity related to an environmental, occupational, or nutritional public health problem.
- Communication:** Communicate information in plain language to a target audience about environmental health risks, influential factors, and prevention strategies.
- 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

- 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.
- Cycles:** Characterize nutrient, energy, hydrological and other major cycles relevant to public health and describe these cycles in terms of sustainability and system dynamics.
- 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.
- 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.
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; and 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; 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 less- and more-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 homework assignments, class lectures and individual 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 Date Topic</u>		<u>Speaker(s)</u>	<u>Assignments Due</u> (all submitted via Canvas)
1	3/30 Course Introduction/ What is EOH? The BIG Big Picture: Ecology, Systems, and Planetary Health	<a href="https://deohs.washington.edu/faculty/anne-riederer">Anne Riederer, Clinical Associate Professor, DEOHS</a> <a href="https://deohs.washington.edu/faculty/howard-frumkin">Howard Frumkin, Professor Emeritus, DEOHS</a>	Readings (complete before class): 1. Chapters 1-3 in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> 2. <a href="https://pubmed.ncbi.nlm.nih.gov/36111111/">Myers SS. Planetary health: protecting human health on a changing planet. Lancet. 2017 Dec 23;390(10114):2860-2868.</a>
2	4/1 Energy & Human Health EOH Ethics	<a href="https://publichealth.gwu.edu/departments/environmental-and-occupational-health/peter-lapuma">Peter LaPuma, Associate Professor, EOH, George Washington University</a> Anne Riederer	Readings (complete before class): 1. Chapter 14 (Energy and Human Health) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> 2. View TED Clip: <a href="https://www.ted.com/talks/hans_rosling_the_magic_washing_machine">Hans Rosling, The Magic Washing Machine</a> 3. Chapter 10 (Environmental Health Ethics) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a>

3	4/6	EOH Disciplines: Toxicology	Anne Riederer	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 6 (Toxicology) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> (<a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a>).</li> <li>Chapter 7 (Genes, Genomics, and Environmental Health) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> (<a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a>).</li> <li>"Step 3. Dose-Response Assessment" in Ch. 27 (Risk Assessment in Environmental Health) in Frumkin (this is pp. 1042 through 1046 in book; read Text Box 27.3 "Technical Terminology in Risk Assessment" as well)</li> <li><a href="https://tox21.gov/wp-content/uploads/2020/12/Tox21_FactSheet_Dec2020.pdf">https://tox21.gov/wp-content/uploads/2020/12/Tox21_FactSheet_Dec2020.pdf</a> (<a href="https://tox21.gov/wp-content/uploads/2020/12/Tox21_FactSheet_Dec2020.pdf">https://tox21.gov/wp-content/uploads/2020/12/Tox21_FactSheet_Dec2020.pdf</a>)</li> </ol> <p>QUIZ 1 - TOXICOLOGY - Submit before class</p>
4	4/8	EOH Disciplines: EOH Epidemiology	Anne Riederer	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 4 (Environmental and Occupational Epidemiology) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> (<a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a>).</li> <li><a href="https://ehp.niehs.nih.gov/doi/pdf/10.1289/ehp.14081133">Raz et al. 2015. Autism Spectrum Disorder and Particulate Matter Air Pollution before, during, and after Pregnancy: A Nested Case-Control Analysis within the Nurses' Health Study II Cohort</a> (<a href="https://ehp.niehs.nih.gov/doi/pdf/10.1289/ehp.14081133">https://ehp.niehs.nih.gov/doi/pdf/10.1289/ehp.14081133</a>).</li> </ol> <p>Skim only: Rojas-Rueda et al. 2021. <a href="https://pubmed.ncbi.nlm.nih.gov/33467516/">Environmental Risk Factors for Health - An Umbrella Review of Meta-Analyses</a> (<a href="https://pubmed.ncbi.nlm.nih.gov/33467516/">https://pubmed.ncbi.nlm.nih.gov/33467516/</a>)</p> <p>SGE: Critically Reviewing Primary Epidemiological Evidence - Critical Review of Raz et al. (2015)</p> <p>QUIZ 2 - EPIDEMIOLOGY - Submit before class</p>
5	4/13	EOH Disciplines: Exposure Science	Anne Riederer <a href="https://deohs.washington.edu/faculty/christopher-d-simpson">Chris Simpson, Professor, DEOHS</a> ( <a href="https://deohs.washington.edu/faculty/christopher-d-simpson">https://deohs.washington.edu/faculty/christopher-d-simpson</a> ).	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 8 (Exposure Science, Industrial Hygiene, and Exposure Assessment) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> (<a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a>).</li> <li><a href="https://www.ncbi.nlm.nih.gov/offcampus.lib.washington.edu/pmc/articles/PMC5311724/">Zota et al. 2015. Associations between metals in residential environmental media and exposure biomarkers over time in living near a mining-impacted site</a> (<a href="https://www.ncbi.nlm.nih.gov/offcampus.lib.washington.edu/pmc/articles/PMC5311724/">https://www.ncbi.nlm.nih.gov/offcampus.lib.washington.edu/pmc/articles/PMC5311724/</a>).</li> </ol> <p>QUIZ 3 - EXPOSURE SCIENCE - Submit before class</p>
6	4/15	Ambient Air Pollution	Anne Riederer	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 13 (Air Pollution) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local</a> (<a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a>).</li> </ol>

				<a href="https://com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576)</a> SGE: Air Pollution & Autism - Weight of Evidence Rating
7	4/20	Household Air Pollution	Anne Riederer	Readings (complete before class): <a href="#">Northcross et al 2015 - Assessing exposures to household air pollution.pdf</a> Anenberg SC, et al. 2013. Cleaner cooking solutions to achieve he climate, and economic cobenefits. Environ Sci Technol. 47(9):3944 (access full text pdf via UW Libraries) <a href="#">Clasen T, et al. 2020. Design and Rationale of the HAPIN Study Multicountry Randomized Controlled Trial to Assess the Efficacy of Liquefied Petroleum Gas Stove and Continuous Fuel Distribution in Rural Kenya. Environ Health Perspect. 128(4):47008. (https://ehp.niehs.nih.gov/doi/pdf/10.1289/EHP6407).</a> Pleasure reading: <a href="#">Bilger B. 2009. Hearth surgery: The quest for that can save the world. The New Yorker magazine (https://www.newyorker.com/magazine/2009/12/21/hearth-surgery).</a> Sad reading: <a href="#">Kirk Smith, obituary, New York Times, June 24, 2020 (https://www.nytimes.com/2020/06/24/climate/kirk-smith-dead.html)</a>
8	4/22	Climate Change & Health	Anne Riederer <a href="https://publichealth.gwu.edu/departments/environmental-and-occupational-health/susan-anenberg">Susan Anenberg, Assoc. Professor, EOH, George Washington University. (https://publichealth.gwu.edu/departments/environmental-and-occupational-health/susan-anenberg)</a>	Readings (complete before class): 1. Chapter 12 (Climate Change and Human Health) in <a href="#">Environme Health: from Global to Local (https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576)</a> 2. <a href="#">Smith et al. 2014. Human health: impacts, adaptation, and co-benefits in IPCC AR5 (https://www.ipcc.ch/site/assets/uploads/2018/02/WGIIAR5-Chap11_Full.pdf)</a> 3. <a href="#">U.S. Global Change Research Program. 2018. Chapter 14 - Human Health in 4th National Climate Assessment (https://nca2018.globalchange.gov/downloads/NCA4_Ch14_Human-Health_Full.pdf)</a>
9	4/27	Climate Disparities & COVID 19 Midterm Review	Roundtable discussion with <a href="https://www.ucsusa.org/about/people/adrienne-hollis">Adrienne Hollis (https://www.ucsusa.org/about/people/adrienne-hollis)</a> & <a href="https://www.empower4people.com/">Jalonne White-Newsome (https://www.empower4people.com/)</a> Anne Riederer	No assigned readings for this class; please come with your questions for the midterm review
10	4/29	Midterm		<a href="#">EnvH 510A - Spring 2021 - Mid-term Exam</a>
11	5/4	EOH Disciplines: Public Health Microbiology Vector-borne Disease Ecology	<a href="https://deohs.washington.edu/faculty/scott-meschke">Scott Meschke, Professor, DEOHS (https://deohs.washington.edu/faculty/scott-meschke)</a> <a href="https://deohs.washington.edu/faculty/cory-morin">Cory Morin, Clinical Assistant Professor, DEOHS (https://deohs.washington.edu/faculty/cory-morin)</a>	Readings (complete before class): 1. Microbiology refresher: <a href="https://openstax.org/books/microbiology/pages/1-3-types-of-microorganisms">Openstax.org, Types of Microorganisms (https://openstax.org/books/microbiology/pages/1-3-types-of-microorganisms)</a> 2. <a href="https://health2016.globalchange.gov/high/ClimateHealth2016_05_Vector-borne-Diseases">U.S. Global Change Research Program (GCRP). 2016. Climate Health Assessment, Chapter 5 - Vector-borne Diseases (https://health2016.globalchange.gov/high/ClimateHealth2016_05_Vector-borne-Diseases)</a> 3. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4807949/">Monaghan et al. 2016. On the Seasonal Occurrence and Abundance of the Zika Virus Vector Mosquito Aedes aegypti in the Contiguous United States (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4807949/report=printable)</a>

				QUIZ 4 - PUBLIC HEALTH MICROBIOLOGY - Submit before class
12	5/6	Pests & Pest Control Response to Zika in Miami-Dade In-Class Exercise	Anne Riederer/ EnvH 510 Students	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 18 (Pest Control &amp; Pesticides) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health Global to Local (https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576)</a>.</li> </ol> <p>SGE: Public health response to Zika in Miami-Dade County</p>
13	5/11	Water & Health I	Anne Riederer	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 16 (Water and Health) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental Health: from Global to Local (https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576)</a>.</li> <li><a href="https://nca2018.globalchange.gov/downloads/NCA4_Ch03_Water_Fu">U.S. GCRP. 2018. 4th National Climate Assessment, Vol. II, C Water (https://nca2018.globalchange.gov/downloads/NCA4_Ch03_Water_Fu)</a></li> <li><a href="https://ehp-niehs.nih.gov.offcampus.lib.washington.edu/doi/10.1289/a636b">Mead MN. 2004. Risky Trade-offs: Bangladeshi Quest for Sa (https://ehp-niehs.nih.gov.offcampus.lib.washington.edu/doi/10.1289/a636b)</a>.</li> </ol> <p>SGE: Arsenic &amp; chloroform drinking water risk assessment</p>
14	5/13	Water & Health II (cholera)/Protecting Children from Lead (Pb) Hazards	<p><a href="https://deohs.washington.edu/faculty/karen-levy">Karen Levy, Assoc. Professor, DEOHS (https://deohs.washington.edu/faculty/karen-levy)</a></p> <p><a href="https://academichealth.rutgers.edu/research/our-team">Adrienne Ettinger (https://academichealth.rutgers.edu/research/our-team)</a>, former Chief, Lead Poisoning Prevention, CDC</p>	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5468171/pdf/nihms8f">Levy K, et al. Untangling the Impacts of Climate Change on Waterborne Diseases: a Systematic Review of Relationships b Diarrheal Diseases and Temperature, Rainfall, Flooding, and D Environ Sci Technol. 2016 May 17;50(10):4905-22. (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5468171/pdf/nihms8f)</a></li> <li>Watch <a href="https://www.cdc.gov/grand-rounds/pp/2019/2/">CDC Grand Rounds on Preventing Childhood Lead E: in the post-Flint Era (https://www.cdc.gov/grand-rounds/pp/2019/2/childhood-lead-exposure.html)</a></li> <li><a href="https://ehp.niehs.nih.gov/doi/pdf/10.1289/EHP7932">Egan KB et al. 2021. Blood Lead Levels in U.S. Children Age Years, 1976-2016. Environ Health Perspect. 129(3):37003. (https://ehp.niehs.nih.gov/doi/pdf/10.1289/EHP7932)</a></li> </ol>
15	5/18	Solid & Hazardous Waste I	Anne Riederer	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li>Chapter 17 (Solid and Hazardous Waste) in <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">Environmental He: from Global to Local (https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576)</a>.</li> </ol> <p>Review:</p> <p><a href="https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pmc/articles/PMC5311724/">Zota et al. 2015. Associations between metals in residential environmental media and exposure biomarkers over time in in living near a mining-impacted site (https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pmc/articles/PMC5311724/)</a>.</p>
16	5/20	Solid & Hazardous Waste II/ Occupational Health I	Anne Riederer	<p>Readings (complete before class):</p> <ol style="list-style-type: none"> <li><a href="https://downloads.hindawi.com/journals/bmri/2015/193715.pdf">Daniell WE, et al. Childhood Lead Exposure from Battery Re in Vietnam. Biomed Res Int. 2015;2015:193715. (https://downloads.hindawi.com/journals/bmri/2015/193715.pdf)</a>.</li> </ol>

				2. Chapter 21 (Work, Health, and Well-Being) in <i>Environmental Health from Global to Local</i> ( <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a> )  Review:  Chapter 8 (Exposure Science, Industrial Hygiene, and Exposure Assessment) in <i>Environmental Health: from Global to Local</i> ( <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a> )
17	5/25	Occupational Health II	Anne Riederer	Readings (complete before class):  1. <a href="#">Rosenstock et al 2005 - Advancing worker health and safety developing world.pdf</a>
18	5/27	Future of Food & Food Systems MeHg Risk Communication Exercise	Anne Riederer	Readings (complete before class):  [to be announced]
19	6/1	Nature & Health Greenspace & Childhood Obesity WoE Exercise	Greg Bratman  Anne Riederer	Readings (complete before class):  1. Chapter 25 (Nature Contact) in <i>Environmental Health: from Global to Local</i> ( <a href="https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576">https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576</a> )  2. <a href="#">Bratman GN, et al. Nature and mental health: An ecosystem perspective. Sci Adv. 2019. 5(7):eaax0903. (https://advances.sciencemag.org/content/5/7/eaax0903/tab-pdf)</a>
20	6/3	Eliminating EOH Disparities Presentations	ENVH 510 Students	No assigned readings for this class; see Assignment - Eliminating Disparities for details.
21	6/7	Final exam		

### **Required reading and viewing**

**Reading and viewing materials** will be on the course Canvas site, accessible through links on the syllabus and modules pages. 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<sup>d</sup> 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 \(https://ebookcentral-proquest-com.offcampus.lib.washington.edu/lib/washington/detail.action?docID=4405576\)](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:** 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

- Individual and small group exercises
- Student presentations

**Modules:** Assigned readings should be completed before class. 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 May 27. 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.

**Exams:** There is one in-class **mid-term exam (April 29)** and one **final exam (June 7)**. Together, the exams count for 45% of the total course grade, with the final counting more than the midterm. The final exam is not cumulative in the traditional sense, but it will draw on the EOH disciplines content in the Toxicology, Epidemiology, and Exposure Science modules. These exams will be timed (1 hour & 50 minutes, but are not expected to take the full duration), open book, and administered online via Canvas and Zoom.

**Exercises:** Students will complete a series of individual and small group exercises throughout the quarter. These exercises are designed to reinforce learning the course content in interactive, fun, and low stakes ways. The individual assignments are 4 open-book, untimed quizzes designed to reinforce and build on students' knowledge of the basic EOH disciplines: Toxicology, Epidemiology, Exposure Science, and Public Health Microbiology. Quizzes will become available the week before they are due and should be completed and submitted by class time on the day the corresponding content is covered.

Additional details on the small group exercises will be available at the time assignments are made.

**Professionalism, expectations, and shared improvement:** Public health is a collaborative, highly interdisciplinary field. Students are expected to collaborate effectively on the group assignments and to promote collegiality, integrity, inclusion, trust, respect, and ethical principles in all learning experiences. As instructor, I will do my best to do this too.

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 UW Student Conduct Code (WAC 478-121). 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 UW regulations. For more information, see the UW Community Standards and Student Conduct website (<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 510, 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 raise concerns directly in class or with me privately. [DCinfo@uw.edu](mailto:DCinfo@uw.edu) (<mailto:DCinfo@uw.edu>) is also 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 feel free to speak with me in class or privately 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 the DEOHS Graduate Program director (Scott Meschke, [jmeschke@uw.edu](mailto:jmeschke@uw.edu)) or manager (Jon Sharpe, [jsharpe@uw.edu](mailto:jsharpe@uw.edu)), 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	Individual (4 open-book, untimed quizzes)	20%
	Small group exercises	
	In class SGEs	25%
	Eliminating EOH disparities presentations	10%
Exams	Midterm	15%
	Final	30%
Total		100%

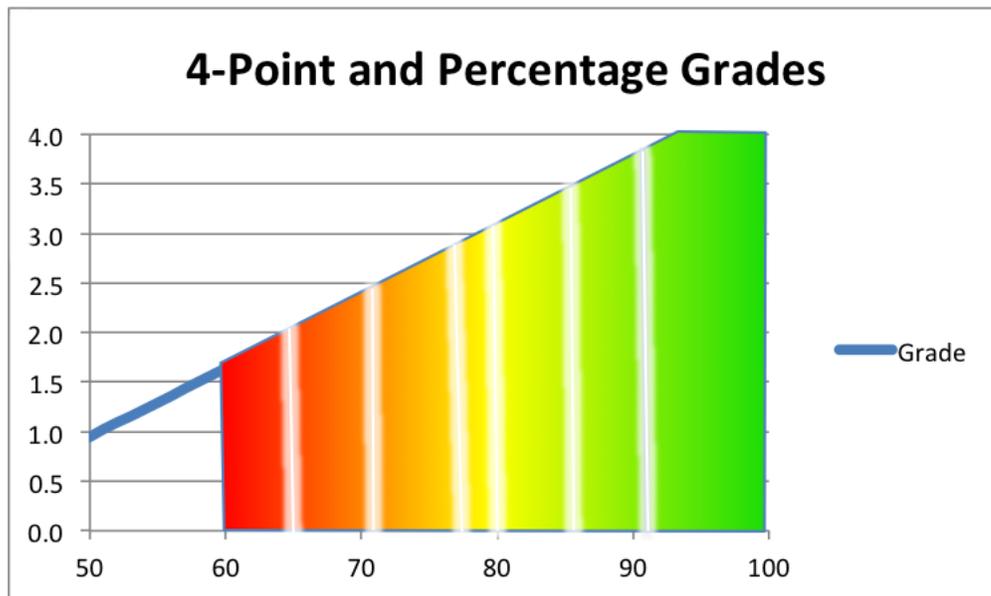
**Exercises:** These are graded using evaluation rubrics based on course learning objectives. Rubrics will be shared with students before they begin the assignments. *Credit is reduced for late submissions by 20% of the grade per day (24 hours).*

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:



**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/>). In some instances, numerical grades in percentage form will be assigned; these grades map to the 4-point scale as noted above.

**Extra Credit.** There are two options for the extra credit; please choose only one option. The book review is worth double the film review (but will take more time to do):

- Film Review (up to 2.5% added to your final percentage 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 me before selecting your final choice 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 (up to 5.0% added to your final percentage grade):** Select a book focused on the topic of importance to environmental health, occupational health & safety, planetary health, nutrition, or food systems. Ask me before making your final 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.

#### **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/>). Accommodations must be requested within the first two weeks of this course using [the Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

#### **Access and 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](http://depts.washington.edu/uwdrs/) (<http://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.

## Course Summary:

Date	Details	Due
Tue Mar 30, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954096&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954096&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
Thu Apr 1, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954098&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954098&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
Tue Apr 6, 2021	 <a href="#">QUIZ 1 - TOXICOLOGY</a> <a href="https://canvas.uw.edu/courses/1449451/assignments/6243650">https://canvas.uw.edu/courses/1449451/assignments/6243650</a>	due by 10:15am
	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954120&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954120&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
Thu Apr 8, 2021	 <a href="#">QUIZ 2 - EPIDEMIOLOGY</a> <a href="https://canvas.uw.edu/courses/1449451/assignments/6243695">https://canvas.uw.edu/courses/1449451/assignments/6243695</a>	due by 10:15am
	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954121&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954121&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118379&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118379&amp;include_contexts=course_1449451</a>	10:30pm to Apr 9 at 12am
Tue Apr 13, 2021	 <a href="#">QUIZ 3 - EXPOSURE SCIENCE</a> <a href="https://canvas.uw.edu/courses/1449451/assignments/6243802">https://canvas.uw.edu/courses/1449451/assignments/6243802</a>	due by 10:15am
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118380&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118380&amp;include_contexts=course_1449451</a>	10:30am to 12:30pm
	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954122&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954122&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118381&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118381&amp;include_contexts=course_1449451</a>	10:30pm to Apr 14 at 12am
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118382&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118382&amp;include_contexts=course_1449451</a>	10:30am to 12:30pm
Thu Apr 15, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954123&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954123&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118383&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118383&amp;include_contexts=course_1449451</a>	10:30pm to Apr 16 at 12am
Tue Apr 20, 2021	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118384&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118384&amp;include_contexts=course_1449451</a>	10:30am to 12:30pm

Date	Details	Due
	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954124&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954124&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118385&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118385&amp;include_contexts=course_1449451</a>	10:30pm to Apr 21 at 12am
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118386&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118386&amp;include_contexts=course_1449451</a>	10:30am to 12:30pm
Thu Apr 22, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954125&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954125&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118387&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118387&amp;include_contexts=course_1449451</a>	10:30pm to Apr 23 at 12am
	 <a href="#">Extra Credit - Thoughtful Question for Adrienne Hollis and/or Jalonne White-Newsome</a> <a href="https://canvas.uw.edu/courses/1449451/assignments/6292627">https://canvas.uw.edu/courses/1449451/assignments/6292627</a>	due by 10am
Tue Apr 27, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954126&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954126&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118388&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118388&amp;include_contexts=course_1449451</a>	10:30pm to Apr 28 at 12am
Thu Apr 29, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954127&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954127&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118389&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118389&amp;include_contexts=course_1449451</a>	10:30pm to Apr 30 at 12am
Tue May 4, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954128&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954128&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118390&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118390&amp;include_contexts=course_1449451</a>	10:30pm to May 5 at 12am
Thu May 6, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954129&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954129&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118391&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118391&amp;include_contexts=course_1449451</a>	10:30pm to May 7 at 12am
Tue May 11, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954130&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954130&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm

Date	Details	Due
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118392&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118392&amp;include_contexts=course_1449451</a>	10:30pm to May 12 at 12am
Thu May 13, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954131&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954131&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118393&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118393&amp;include_contexts=course_1449451</a>	10:30pm to May 14 at 12am
Tue May 18, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954132&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954132&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118394&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118394&amp;include_contexts=course_1449451</a>	10:30pm to May 19 at 12am
Thu May 20, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954133&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954133&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118395&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118395&amp;include_contexts=course_1449451</a>	10:30pm to May 21 at 12am
Tue May 25, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954134&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954134&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118396&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118396&amp;include_contexts=course_1449451</a>	10:30pm to May 26 at 12am
Thu May 27, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954135&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954135&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">Washington State food handler training.(Due 5/27)</a> <a href="https://canvas.uw.edu/courses/1449451/assignments/6108681">https://canvas.uw.edu/courses/1449451/assignments/6108681</a>	due by 10:30am
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118397&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118397&amp;include_contexts=course_1449451</a>	10:30pm to May 28 at 12am
Tue Jun 1, 2021	 <a href="#">EnvH 510A - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=1954136&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954136&amp;include_contexts=course_1449451</a>	10:30am to 12:20pm
	 <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a> <a href="https://canvas.uw.edu/calendar?event_id=2118398&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118398&amp;include_contexts=course_1449451</a>	10:30pm to Jun 2 at 12am
Thu Jun 3, 2021	 <a href="#">Eliminating EOH Disparities Presentations (June 3)</a> <a href="https://canvas.uw.edu/courses/1449451/assignments/6243965">https://canvas.uw.edu/courses/1449451/assignments/6243965</a>	due by 10:15am

Date	Details	Due
	<p> <a href="#">EnvH 510A - Live Class</a>  <a href="https://canvas.uw.edu/calendar?event_id=1954137&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=1954137&amp;include_contexts=course_1449451</a></p>	10:30am to 12:20pm
	<p> <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a>  <a href="https://canvas.uw.edu/calendar?event_id=2118399&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118399&amp;include_contexts=course_1449451</a></p>	10:30pm to Jun 4 at 12am
Tue Jun 8, 2021	<p> <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a>  <a href="https://canvas.uw.edu/calendar?event_id=2118400&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118400&amp;include_contexts=course_1449451</a></p>	10:30pm to Jun 9 at 12am
Thu Jun 10, 2021	<p> <a href="#">ENV H 510 A Sp 21: Global Environmental And Occupational Health - Live Class</a>  <a href="https://canvas.uw.edu/calendar?event_id=2118401&amp;include_contexts=course_1449451">https://canvas.uw.edu/calendar?event_id=2118401&amp;include_contexts=course_1449451</a></p>	10:30pm to Jun 11 at 12am
	<p> <a href="#">Mid-term Exam - April 29</a>  <a href="https://canvas.uw.edu/courses/1449451/assignments/6295219">https://canvas.uw.edu/courses/1449451/assignments/6295219</a></p>	
	<p> <a href="#">QUIZ 4 - PUBLIC HEALTH MICROBIOLOGY</a>  <a href="https://canvas.uw.edu/courses/1449451/assignments/6243829">https://canvas.uw.edu/courses/1449451/assignments/6243829</a></p>	
	<p> <a href="#">SGE - April 15 - Upload your air pollution and autism SGE slides here</a>  <a href="https://canvas.uw.edu/courses/1449451/assignments/6282558">https://canvas.uw.edu/courses/1449451/assignments/6282558</a></p>	
	<p> <a href="#">SGE - April 8 - Critical review of Raz et al. (2015)</a>  <a href="https://canvas.uw.edu/courses/1449451/assignments/6299572">https://canvas.uw.edu/courses/1449451/assignments/6299572</a></p>	
	<p> <a href="#">SGE - May 11 - Arsenic &amp; chloroform drinking water risk assessment</a>  <a href="https://canvas.uw.edu/courses/1449451/assignments/6305436">https://canvas.uw.edu/courses/1449451/assignments/6305436</a></p>	
	<p> <a href="#">SGE - May 6 - Public health response to Zika</a>  <a href="https://canvas.uw.edu/courses/1449451/assignments/6305427">https://canvas.uw.edu/courses/1449451/assignments/6305427</a></p>	