Course Syllabus

> ✎ **Edit**

ENV H 205 ENVIRONMENTAL HEALTH IN MEDIA

Spring 2022

Course Website: https://canvas.uw.edu/courses/1547416

Credits: 3

CONTACT INFORMATION

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Office Hours: by appointment   Office Hours: by appointment

Course times and locations

Class: Tuesdays, 10:30 AM - 12:20 PM
Odegaard Undergraduate Library, Active Learning Classroom (ALC) 136 (campus map
(https://www.washington.edu/maps/))

LAND ACKNOWLEDGEMENT

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

COVID-RELATED EXPECTATIONS

Per UW policy, this class will be conducted in person. You should only register for this class if you can attend in person, or if you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely.

- Please **contact UW Disability Resources for Students (DRS)**
  (https://depts.washington.edu/uwdrs/) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. To further clarify, immunocompromised refers to individuals with no/critically weakened immune response to the vaccines. Immune compromised is not the same as underlying health concerns which may lead to a more severe response to COVID. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter.

All UW students are expected to complete their **vaccine attestation**
(https://www.washington.edu/coronavirus/vaccination-requirement/) before arriving on campus. **Per President Cauce's message March 8,**   **(https://www.washington.edu/coronavirus/2022/03/08/spring-quarter-classes-and-uw-mask-policies-message-to-uw-students/?utm_source=uwhp&utm_medium=tiles&utm_campaign=spring-quarter)** following changes to state and local health policies, masks will become optional inside most University facilities starting March 28, the first day of spring quarter. Masks will continue to be required in clinical and other health-care settings and on public transportation, including UW shuttles. We strongly recommend wearing masks indoors during the first two weeks of spring quarter. Please monitor yourself daily for symptoms and stay home if

you are sick. It's also strongly recommended to get tested after travel. Refer to the **[UW Face Covering Policy](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-requirements?_ga=2.102791810.305611696.1646677337-2095419026.1632253748)** for the latest guidance and follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or **[campus policy](https://www.washington.edu/coronavirus/2022/03/08/spring-quarter-classes-and-uw-mask-policies-message-to-uw-students/?utm_source=uwhp&utm_medium=tiles&utm_campaign=spring-quarter)**, you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-616-3344.**

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

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?

COURSE 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.

COUNCIL FOR EDUCATION OF PUBLIC HEALTH (CEPH) COMPETENCIES

N/A

REQUIRED TEXTBOOKS & READINGS

No textbooks required; for readings and films, please refer to the **modules** page.

GRADING

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 (3 surveys, 1-3 pts each).

9% **Pre-Class Quizzes** Multiple choice questions to address required reading related to film (9 quizzes, 3 pts each).

6% **Poll Everywhere Questions** Multiple choice questions to address required film and assess attendance/participation (9 polls, 2 pts each).

Discussion Questions

5% **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 (5 discussion questions, 3 pts each).

8% **Starring Role** Before class, individually identify one credible source of information to answer the question and summarize your findings in 3 bullet points (4 starring roles, 6 pts each).

30% **Group Presentations** Oral presentation (to class) to answer assigned Discussion Question for starring roles (4 presentations, 22.5 pts each)

40% **Short Essays** 300 minimum words in a written response to Discussion Questions for starring roles (4 essays, 30 pts each).

+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: COVID-19 pandemic; 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 Criteria

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

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.

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://guides.lib.washington.edu/environment (http://guides.lib.washington.edu/environment)** or **Pubmed   (https://pubmed.ncbi.nlm.nih.gov/)**
   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 of the previous week

2. 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

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.

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

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

10:30-10:45pm   Instructor-led class discussion of the film and a short Quiz on film content administered with Poll Everywhere (15 min).

10:45-11:10am   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).

11:10-11:55am   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.

11:55-12:15pm   Instructors present overview of environmental health themes in the film and provide feedback on presentations.

12:15-12:20pm   Students can submit assignments on Canvas and discuss plans for next week's questions and presentation.

Viewing Films

Please review the Viewing Filming options **here**.

Attendance and Class Participation

Students are expected to attend all classes. We will grade class participation with Poll Everywhere questions. All classes (except for the first class) will have Poll Everywhere 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 Poll Everywhere 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.

COURSE SESSION SCHEDULE

Week	Date	Film (Year)	Theme	Speaker
1	March 29	N/A	Introduction	Levy
2	April 5	Erin Brockovich (2000)	Chromium	Cui
3	April 12	The China Syndrome (1979)	Nuclear energy/radiation	Cui
4	April 19	Toilet: A Love Story	Sanitation/Hygiene	Levy
5	April 26	Promised Land (2012)	Hydrofracking	Duncan
6	May 3	Contagion (2011)	Disaster management & emergency preparedness	Errett
7	May 10	Dark Waters	Persistent environmental pollutants & environmental justice	Steenland
8	May 17	Don't look up	Climate change	Levy
9	May 24	Cesar Chavez (2014)	Worker Health & Pesticides	Cui
10	May 31	WALL-E	Industrial waste, environmental pollution, & sustainability	Sarah Kim

SUPPLEMENTARY COURSE MATERIALS

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

IMPORTANT POLICIES & RESOURCES

Communication Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website at **https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf (https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf)** .

A guide to quality sources

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)

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/)**

    2. Is it Plagiarism Yet?: **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/)**

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/)**

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)**

Librarian appointment scheduler: **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)**

Please read the Finding and Good References page (available under the first module entitled "Course Structure and Tools") regarding a guide to quality sources, a guide to cite references in a paper, and citation examples. The essay rubric is described below:

SHORT ESSAY RUBRIC (30 points)   ENV H 205

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 choppily		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)

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 478-121) (https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121)**. 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)**. 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 (https://www.washington.edu/cssc/)**.

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** **(https://depts.washington.edu/uwdrs/)** .

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/)** .

Inclusion & Diversity

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

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth. [Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly, 1 & 2, 126-134.*]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others 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.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a **student concern policy** **(https://sph.washington.edu/students/student-concern-policy)** , a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email **dcinfo@uw.edu (mailto:dcinfo@uw.edu)** for immediate follow up. Bias concerns can be anonymously and confidentially reported via the online form found here: **https://sph.washington.edu/about/diversity/bias-concerns (https://sph.washington.edu/about/diversity/bias-concerns)** . Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
   - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
   - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the **bias concerns link** **(https://sph.washington.edu/about/diversity/bias-concerns)** . The University also has designated offices to help you: **SafeCampus** **(https://www.washington.edu/safecampus/)** ; **Office of the Ombud** **(https://www.washington.edu/ombud/)** ; **Title IX Investigation Office (https://www.washington.edu/titleix/report/)** ; and **University Complaint Investigation and Resolution Office** **(https://www.washington.edu/compliance/uciro/)** .