

ENV H 205 AAu 24: Environmental Health In Media

 Edit

COURSE INFORMATION

Quarter: **Fall 2024**

Credits & Grading: **3 credits, graded**

Time: **Tuesdays, 1:30 PM - 3:20 PM**

Location: **HSEB 245 ([campus map](https://www.washington.edu/maps/) ↗ (<https://www.washington.edu/maps/>))**

Course Website: <https://canvas.uw.edu/courses/1663768> ↗ (<https://uwnetid-my.sharepoint.com/courses/1633832/>)

Building Access: The UW HSEB is open to members of the UW community only. This means that everyone coming to HSEB for classes, user services, and events must present a current, **valid Husky Card** to enter the building during all open hours.

Teaching Team



Instructor: Anne Riederer (she/her/hers) MSFS, MS, ScD

Clinical Associate Professor

Office: [Roosevelt One](https://goo.gl/maps/cSDTopjJvJyScL6S7) ↗ (<https://goo.gl/maps/cSDTopjJvJyScL6S7>), Room 301B

Email: anneried@uw.edu (<mailto:elaustin@uw.edu>)

Office Hours: HSEB Lobby, Tuesdays 3:30-4:30P & Thursdays 11:30A-12:30P



Teaching Assistant: Cara Smith (she/her/hers), MPH

PhD Candidate, Department of Environmental and Occupational Health

Office: [Roosevelt One](#), ↗ (<https://goo.gl/maps/cSDTopjJvJyScL6S7>) Room 303J

Email: cara15@uw.edu (<mailto:elaustin@uw.edu>)

Office Hours: By Appointment. Please email me! My schedule is flexible.

GUEST CONTRIBUTORS: TBD

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. Define environmental justice.
2. Define climate change and contributing factors.
3. List the routes of human exposure to environmental pollution.
4. Identify key pollutant properties that determine their fate in the environment.
5. Identify key diseases responsible for mortality globally and associate them with environmental health problems or specific pollutants.
6. Recognize bias in a film-makers perspective and contrast their perspective with evidence from opposing perspectives.
7. Discuss key structural and sociodemographic factors contributing to environmental disparities.
8. Understand the US regulatory framework that protects the public from exposure to environmental pollution and occupational hazards.
9. Explain how scientific evidence is used in legal disputes related to environmental contamination.
10. Discuss the role of media in the presentation of environmental health risks and solutions.
11. Identify key gaps in environmental health literacy in the media.
12. Compare how cultural and economic differences can affect human health domestically and globally.

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](https://canvas.uw.edu/courses/1747709/modules) (<https://canvas.uw.edu/courses/1747709/modules>) page.

CLASS SCHEDULE

Weekly In-Person Class Schedule

Week	Class Date	Topic	Movie (Year)
1	Oct 1	Introduction to Course/Introduction to Environmental Health	N/A
2	Oct 8	Infectious Disease/Disaster Management/Emergency Preparedness	Contagion (2011)
3	Oct 15	Climate Change	Don't Look Up (2021)
4	Oct 22	Hydrofracking	Promised Land (2012)
5	Oct 29	Nuclear Energy/Radiation	Chernobyl (2019)
6	Nov 5	Solid & Hazardous Waste/Sustainability/Planetary Health	WALL-E (2008)
7	Nov 12	Water, Sanitation & Hygiene (WASH)	Toilet, a Love Story (2017)
8	Nov 19	Chemical Exposures/Chromium 6	Erin Brockovich (2000)
9	Nov 26	Chemical Exposures/PFAS	Dark Waters (2019)
10	Dec 3	Occupational Safety & Health	Concussion (2015)

Viewing Movies

Most of the movies can be found [here](https://digitalcampus.swankmp.net/uwashington303229/grid) [↗](https://digitalcampus.swankmp.net/uwashington303229/grid) (<https://digitalcampus.swankmp.net/uwashington303229/grid>)

Two of the movies are not on that website above, but are on Netflix. If you do not have access to a Netflix account, please see Cara. She will provide you with a way to view the film.

Active Learning Format

Student Roles for In-Class Group Work

Students will sit at **12 Tables of up to 6 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. See [Overview of In-Class Group Work](https://canvas.uw.edu/courses/1747709/pages/overview-of-in-class-group-work) (<https://canvas.uw.edu/courses/1747709/pages/overview-of-in-class-group-work>) and [Group Assignments and Roles](https://canvas.uw.edu/courses/1747709/pages/group-assignments-and-roles) (<https://canvas.uw.edu/courses/1747709/pages/group-assignments-and-roles>) on the Canvas Course Structure and Tools Module for details.

Here is a summary of a typical week:

Before class

1. Look up your Table's assigned role for the week on the [Group Assignments and Roles matrix](https://canvas.uw.edu/courses/1747709/pages/group-assignments-and-roles) (<https://canvas.uw.edu/courses/1747709/pages/group-assignments-and-roles>)
2. Read the **Discussion Questions** assigned for that role that week
3. Watch the **movie** listed in the **Schedule** above (see **Viewing Movies**) and complete the assigned reading(s) for the week (see weekly modules)
 - Keep in mind the **Discussion Questions** assigned to your group and role
4. Take **Pre-Class Canvas Quiz** on the movie and assigned reading(s)
5. If you have one of the **Starring Roles (Scientist, Film Critic, or Media Correspondent)**,

Scientist: <http://guides.lib.washington.edu/environment>
 (<http://guides.lib.washington.edu/environment>) or **Pubmed** (<https://pubmed.ncbi.nlm.nih.gov/>)

Film Critic: <http://guides.lib.washington.edu/cinemaStudies>
 (<http://guides.lib.washington.edu/cinemaStudies>).

Media Correspondent: <http://guides.lib.washington.edu/commstudies>
 (<http://guides.lib.washington.edu/commstudies>)

(<http://guides.lib.washington.edu/commstudies>) >>>> **Find and submit 1 reference (source)** to address the assigned **Discussion Questions**, cite it in full bibliographical reference form, and submit this to your group's discussion page by **1:00 pm 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. (see [Finding and Citing Good References](https://canvas.uw.edu/courses/1747709/pages/finding-and-citing-good-references) (<https://canvas.uw.edu/courses/1747709/pages/finding-and-citing-good-references>).

6. If you have the **Audience Role**, you will complete 1-4 above but you do not need to submit a reference beforehand. Enjoy being an audience member this week!

During class

1. Sit at your assigned table with your group and go over the assigned discussion questions
2. Choose one person to be the Recorder, compiling comments from each of the group members, and two people to be the Presenter, to give a 4-minute presentation to entire class (lead an all-class discussion).

Organize a 4 minute presentation (or other format designated by instructor) to address the **Discussion Questions** with input from your group members

- Submit the presentation via Canvas during class

Typical Class Session

1:30-1:35pm Find your tables

1:35-1:45pm Instructor-led class discussion of the film

- 1:45-2:15pm** Group work
- 2:15-2:25pm** Bio break/buffer time
- 2:25-3:00pm** Starring Role presentations and Audience Role questions

Scientist table will present first.

- 3:00-3:15pm** Instructors present overview of environmental health themes in the film for next week and provide feedback on presentations. Poll Everywhere questions for credit during lecture.
- 3:15-3:20pm** Students submit assignments on Canvas and discuss plans for next week's questions and presentation.

Grading

Letter and numerical grades will typically be distributed according to the university grading scale between the following standards:

- A (4.0) = Excellent and exceptional work (typically >>95% of available points)
- D (1.0) = Deficient work (typically <66% of available points)

It is expected that most students will perform at a level of ~3.5.

Note: There are no exams in this course.

Points will be distributed following this overall percentage breakdown:

- 1) Weekly Poll Everywhere Questions during lecture (Participation) – Individual – 10%
- 2) Weekly Pre-Class Canvas Quizzes – Individual – 20%
- 3) Find references related to topic of the lecture/movie – Individual – 5%
- 4) Weekly in-class work – Group work – 35%
- 5) Culminating Project – Individual – 30%
- 6) Extra Credit - Individual - +3% additional

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.

EXCUSED ABSENCE FROM CLASS

In-person class attendance is required. Valid excuses for missing class include: a) participation in an official school activity (e.g., athletic event), or b) illness requiring isolation. All other situations will be handled on a case-by-case basis. If the absence is planned, message Cara via Canvas Inbox email no less than one week before the class you will miss. If the absence is unforeseen, a written explanation must be submitted within one week of returning to school.





ILLNESSES - PROTOCOLS AND SAFETY

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

Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. To protect student privacy and the integrity of the academic experience, students will not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. Students are responsible for taking any number of examinations for which they are scheduled on a given day and may not request an adjustment for this reason alone.

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




Additional recommendations include:

1. [Get boosted with the updated COVID-19 vaccines](https://www.washington.edu/coronavirus/vaccines/)  [\(https://www.washington.edu/coronavirus/vaccines/\)](https://www.washington.edu/coronavirus/vaccines/). These vaccines are available at clinics and pharmacies, as well as through UW Medicine and local health agencies.
2. [Get your annual flu shot](https://wellbeing.uw.edu/flu-vaccination/) [\(https://wellbeing.uw.edu/flu-vaccination/\)](https://wellbeing.uw.edu/flu-vaccination/).
3. Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of winter quarter. High-quality masks help protect against a range of respiratory viruses, and are [available for free in locations on each UW campus](https://www.washington.edu/coronavirus/student-faq/#freemasks)  [\(https://www.washington.edu/coronavirus/student-faq/#freemasks\)](https://www.washington.edu/coronavirus/student-faq/#freemasks).
4. Take a coronavirus test if you have symptoms or have been exposed. Rapid antigen tests are widely available for free in [at campus locations listed here](https://www.washington.edu/coronavirus/testing/)  [\(https://www.washington.edu/coronavirus/testing/\)](https://www.washington.edu/coronavirus/testing/). The [Husky Coronavirus Testing](https://www.washington.edu/coronavirus/testing/hct/)  [\(https://www.washington.edu/coronavirus/testing/hct/\)](https://www.washington.edu/coronavirus/testing/hct/) voluntary research study is also available for UW students.

Face Coverings in the Classroom

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the [UW COVID Face Covering Policy \[pdf\]](https://www.ehs.washington.edu/system/files/resources/COVID-19-face-cover-policy.pdf)  [\(https://www.ehs.washington.edu/system/files/resources/COVID-19-face-cover-policy.pdf\)](https://www.ehs.washington.edu/system/files/resources/COVID-19-face-cover-policy.pdf).

RELIGIOUS ACCOMMODATIONS

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

ACCESS & ACCOMMODATIONS

Your experience in this class is important to us. 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/) ↗ (<https://depts.washington.edu/uwdrs/>).

ACADEMIC INTEGRITY

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on individually assigned quizzes and discussion submissions, sharing answers, and previewing quizzes)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on individual assignments)
- Unauthorized use of generative AI tools

In this course:

- **DO NOT** copy/paste assignment instructions into a generative AI tool.
- **DO NOT** copy/paste output from a generative AI tool and submit it as your own work.
- **DO NOT** put any protected data into a generative AI tool during your completion of an assignment, including copyrighted materials, the intellectual property of others (including your classmates's work), research or study data, interview transcripts, or personal information of others.

These prohibitions are unauthorized uses of AI in this course and are considered academic misconduct.

TurnItIn plagiarism detection software is activated for written assignments submitted in this course. If you are unsure about what constitutes plagiarism and what does not, we encourage you to take advantage of the services offered at the [Odegaard Writing and Research Center](https://depts.washington.edu/owrc/) (<https://depts.washington.edu/owrc/>).

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

Plagiarism, cheating, unauthorized use of AI, 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). 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](https://www.washington.edu/cssc/).

WRITING SKILLS

Effective communication through writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help you be successful throughout your future course work and career. This course includes written assignments with the goal of helping you get feedback on and improve your writing skills. If, however, you feel that you could benefit from additional resources to improve your writing skills, a list of UW and other online resources can be found on the SPH website (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>) and on the DEOHS intranet (<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources> - accessible only to DEOHS students).

LAND ACKNOWLEDGEMENT

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

EQUITY, DIVERSITY & INCLUSION

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

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

PRONOUNS

The University of Washington supports the expression of all gender identity, and provides frequently asked question on pronouns at the following link: <https://registrar.washington.edu/students/personal-data/pronouns/faqs/>. UW

staff, faculty, and students can now also set their pronouns in the Identity. UW system to make them automatically available in Canvas and other UW systems (see <https://itconnect.uw.edu/guides-by-topic/identity-diversity-inclusion/identity/pronouns> (<https://itconnect.uw.edu/guides-by-topic/identity-diversity-inclusion/identity/pronouns>)).

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

LEARNING ENVIRONMENT

The Department of Environmental and Occupational Health Sciences (DEOHS) strives to create welcoming and respectful learning environments that promote access and opportunity for all students, regardless of their experiences, perspectives, identities, and abilities. The DEOHS, along with The UW School of Public Health, seek to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring, while we ally with others in combating all forms of social oppression. This is a work in progress, as transformation is rarely a fully-completed project.

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. We listen with respect and an open mind, strive to understand others' views, and articulate our own points of view. We engage our differences with the intent to build community. We engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. We trust each other and take risks in being vulnerable.








- We assume that people are always doing the best that they can, including the people 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
- 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/their 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 MINDFUL!

- We LISTEN WELL and are present to each member of our group and class.
- We assume that we might miss things others see and see things others miss.
- We raise our views in such a way that encourages others to raise theirs.
- We inquire into others' views while inviting them to inquire into ours.
- We extend the same listening to others that we would wish them to extend to us.

- We surface our feelings in such a way that we make it easier for others to surface theirs.
- We regard our views as perspectives onto the world, not the world itself.
- We avoid either-or thinking.
- We acknowledge our assumptions of others and their motivations.

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

- If you feel comfortable doing so, begin by discussing your concern with the instructor and/or teaching assistant. Your instructor is expected to take your concerns seriously and work with you to identify a resolution.
- If you are not comfortable discussing the concern with the instructor, or you did so and the issue has still not been resolved, contact Trina Sterry, DEOHS Manager of Student and Academic Services ([tsterry@uw.edu \(mailto:tsterry@uw.edu\)](mailto:tsterry@uw.edu)) to discuss your concern. She can also connect you to the appropriate member of DEOHS faculty leadership as needed.
- If you prefer to discuss your concern directly with someone from the School of Public Health (SPH) Dean's Office, you can review [the SPH Student Concern Policy](https://sph.washington.edu/students/student-concern-policy)  (<https://sph.washington.edu/students/student-concern-policy>) and follow the procedures described there, including reaching out to the SPH Assistant Dean for Equity, Diversity and Inclusion, Dr. Victoria Gardner ([vg@uw.edu \(mailto:vg@uw.edu\)](mailto:vg@uw.edu)). If you prefer to anonymously report your concern, you can email [dcinfo@uw.edu \(mailto:dcinfo@uw.edu\)](mailto:dcinfo@uw.edu) or use [the SPH Bias Incident Report Form](mailto:https://sph.washington.edu/about/diversity/bias-concerns)  (<mailto:https://sph.washington.edu/about/diversity/bias-concerns>).
- If your concern is related to a bias incident, you can review [the UW's guidance on reporting bias incidents](https://www.washington.edu/bias/)  (<https://www.washington.edu/bias/>), which includes a link to the UW Bias Reporting Tool.
- If you have experienced sex or gender discrimination, including sexual assault, relationship or intimate partner violence, stalking, sexual harassment, or other sexual misconduct, you have the right to make a formal complaint and request an investigation under Title IX. Information about Title IX reporting options is available at <https://www.washington.edu/titleix/report/>  (<https://www.washington.edu/titleix/report/>). The University also has other designated offices to help you avoid and/or report sexual harassment: SafeCampus (<https://www.washington.edu/safecampus/>  (<https://www.washington.edu/safecampus/>)); Office of the Ombud (<https://www.washington.edu/ombud/>  (<https://www.washington.edu/ombud/>)); and University Complaint Investigation and Resolution Office (<https://www.washington.edu/uciro/>  (<https://www.washington.edu/uciro/>)).