Course Syllabus

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Department of Environmental and Occupational Health Sciences

ENVH 580: ENVIRONMENTAL HEALTH SEMINAR • Spring 2024

Meeting Times and Location

Day/Time: Thursdays, 12:30-1:20
In-person Location: HSEB 101
Zoom Registration Link:

https://washington.zoom.us/webinar/register/WN_ykGo2easReGB8n6SB5wQPw ⤷ **(https://washington.zoom.us/webinar/register/WN_ykGo2easReGB8n6SB5wQPw)**

Instructor

Edmund Seto, Professor
eseto@uw.edu (mailto:eseto@uw.edu)
(mailto:gcang@uw.edu) Office Hours: by appointment (Zoom)

Course Description

The purpose of this course is to expose DEOHS students to a broad range of environmental and occupational research, practice, and policy issues, with a special emphasis on issues related to equity, diversity, and inclusion.

All sessions will be presented either in-person in the classroom or remotely via Zoom. Plan to attend in-person unless you hear otherwise from the Instructor for a particular presenter.

Not all presentations will be recorded.

Course Learning Objectives

At the end of this course, the student should be able to:

1. Discuss a range of occupational and environmental issues and their effects on practice and policy implementation.
2. Discuss the basic approaches to assessing and controlling environmental and occupational hazards.
3. Review the role of laws and regulations in controlling occupational and environmental health hazards.

4. Describe the roles played by statutes, stakeholders, and institutions in occupational and environmental health.
5. Contrast the skills, language, and models for professional presentations.
6. Provide examples of the ways in which social inequities and racism, generated by power and privilege, undermine health.

Course Requirements

Attendance: Generally, sessions will be held in-person in the assigned classroom, and students are expected to attend in-person. A Zoom option is available, mainly for others not enrolled in the course. Students should not assume that all presenters have provided permission for recording of their talks for later viewing.

Background Readings: Many speakers recommend background readings relevant to the topic they will be addressing. Links to the available background readings are on the MODULES page. We encourage you to take advantage of these to familiarize yourself with the speakers' work and prepare to ask the speaker questions using the Q & A feature during the webinar.

Assignments: You will be asked to complete a reflection assignment about the seminar each week. This is done using an assignment on this Canvas site. Each assignment will ask you to reflect on the content of the seminar and provide some constructive feedback to the speaker. The assignment becomes available immediately following the seminar and remains available until the following Wednesday at 5:00 PM. Late submissions will not be counted. **In order to receive credit for the class, you are required to submit complete follow-up assignments for at least 8 of the 10 seminars.**

Follow-up Assignment Instructions

1. Log onto this site.
2. On the Modules page you will see the current seminar title and a link to the corresponding follow-up assignment.
3. You can also navigate to the assignments via "ASSIGNMENTS" in the navigation bar on the left.

Grading

The seminar is graded "Credit/No Credit." To receive credit for the course you must submit on-time follow-up assignments for at least 8 of the 10 seminars .

Procedure for Substituting a Seminar

To obtain credit for a seminar that is not part of ENVH 580, but related to your field of study and environmental and occupational health sciences, contact the instructor for prior approval. Once you have received approval to substitute a seminar session and attended the substitute seminar, you should submit the assignment for the 580 seminar you are missing and indicate in your response that you are completing the assignment for the substitute seminar, being sure to include the speaker(s)' name(s), title and date of the substitute seminar. **You are allowed a maximum of two substitutions** (i.e., up to two of the eight assignments required to pass the class can be completed for non-580 seminars).

Land Acknowledgment

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.

Illness Protocol

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. UW Environmental Health & Safety recommends that you wear a well fitting mask while you are symptomatic.

Additional recommendations include getting your **annual flu shot (https://wellbeing.uw.edu/flu-vaccination/)** and getting boosted with the updated COVID vaccines (available **at clinics and pharmacies, as well as through UW Medicine (https://www.washington.edu/coronavirus/vaccines/)** and local health agencies).

Please check your email and CANVAS announcements 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 and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

Communication and Writing 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 **here (https://sph.washington.edu/sites/default/files/2020-09/Writing-Resources-9.24.20.pdf)** .

Important Policies & Resources

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, unauthorized use of artificial intelligence (AI) tools, 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. 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/)** .

Use of Generative Artificial Intelligence in Coursework

TL;DR -- It's allowed.

AI continues to be an emerging technology that offers promising use within all academic fields. The school has provided instructors with the flexibility to develop their own policies for appropriate use of AI for student's coursework. I believe that we should embrace new technologies, and view AI as part of the evolution of tools that have always been well-intentioned to improve science and communication. Word processors (helped to improve the formatting and editing of our writing), spell-checking (helped to improve our spellling -- ah, that's spelling), grammar checking, etc. Today, it's common practice to criticize someone for having spelling and grammar errors and NOT having checked their writing with spell/grammar checkers. Obviously generative text AI tools, Chat-GPT are a different type of tool. But, you should be the judge of whether you feel that you're leaning too heavily on tools such as Chat-GPT to generate your writing and ideas, such that it hampers, rather than helps, your learning. Moreover, you should seriously consider whether something generated by AI is or isn't correct, reflects your own thinking, understanding, and values. Also note that the use of Chat-GPT and similar tools does not alleviate the need to cite sources and references in your professional writing.

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%C2%A0)** 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/)** .

Course Summary:

Date	Details	Due
Thu Mar 30, 2023	📝 **Background Reading for Session 1 (Mooney) (https://canvas.uw.edu/courses/1719092/assignments/9189032)**	due by 12:30pm
Thu Apr 6, 2023	📝 **Background Reading for Session 2 (Owens) (https://canvas.uw.edu/courses/1719092/assignments/9189034)**	due by 12:30pm
Thu May 4, 2023	📝 **Background Reading for Session 6 (Sheldrake) (https://canvas.uw.edu/courses/1719092/assignments/9189038)**	due by 12:30pm

Date	Details	Due
Thu May 11, 2023	📝 **Background Reading for Session 7 (Bivins)** **(https://canvas.uw.edu/courses/1719092/assignments/9189039)**	due by 12:30pm
Thu May 25, 2023	📝 **Background Reading for Session 9 (Bratman)** **(https://canvas.uw.edu/courses/1719092/assignments/9189041)**	due by 12:30pm
Thu Jun 1, 2023	📝 **Background Reading for Session 10 (Hacker)** **(https://canvas.uw.edu/courses/1719092/assignments/9189033)**	due by 12:30pm
Wed Apr 3, 2024	📝 **Session 1 Assignment (Mittelstaedt, 3/28)** **(https://canvas.uw.edu/courses/1719092/assignments/9189042)**	due by 5pm
Wed Apr 10, 2024	📝 **Session 2 Assignment (Morris, 4/4)** **(https://canvas.uw.edu/courses/1719092/assignments/9189044)**	due by 5pm
Thu Apr 11, 2024	📝 **Background Reading for Session 3 (Vannice)** **(https://canvas.uw.edu/courses/1719092/assignments/9189035)**	due by 12:30pm
Wed Apr 17, 2024	📝 **Session 3 Assignment (Vannice, 4/11)** **(https://canvas.uw.edu/courses/1719092/assignments/9189045)**	due by 5pm
Thu Apr 18, 2024	📝 **Background Reading for Session 4 (Zinsstag)** **(https://canvas.uw.edu/courses/1719092/assignments/9189036)**	due by 12:30pm
Wed Apr 24, 2024	📝 **Session 4 Assignment (Zinsstag, 4/16)** **(https://canvas.uw.edu/courses/1719092/assignments/9189046)**	due by 5pm
Thu Apr 25, 2024	📝 **Background Reading for Session 5 (Meisner)** **(https://canvas.uw.edu/courses/1719092/assignments/9189037)**	due by 12:30pm
Wed May 1, 2024	📝 **Session 5 Assignment (Meisner, 4/25)** **(https://canvas.uw.edu/courses/1719092/assignments/9189047)**	due by 5pm

Date	Details	Due
Wed May 8, 2024	📝 [**Session 6 Assignment (Sixkiller, 5/2)**](https://canvas.uw.edu/courses/1719092/assignments/9189048)	due by 5pm
Wed May 15, 2024	📝 [**Session 7 Assignment (Lee, 5/9)**](https://canvas.uw.edu/courses/1719092/assignments/9189049)	due by 5pm
Thu May 16, 2024	📝 [**Background Reading for Session 8 (Paquette)**](https://canvas.uw.edu/courses/1719092/assignments/9189040)	due by 12:30pm
Wed May 22, 2024	📝 [**Session 8 Assignment (Paquette, 5/16)**](https://canvas.uw.edu/courses/1719092/assignments/9189050)	due by 5pm
Wed May 29, 2024	📝 [**Session 9 Assignment (Sheppard, 5/23)**](https://canvas.uw.edu/courses/1719092/assignments/9189051)	due by 5pm
Wed Jun 5, 2024	📝 [**Session 10 Assignment (Lane, 5/30)**](https://canvas.uw.edu/courses/1719092/assignments/9189043)	due by 5pm