

Course Syllabus

[Jump to Today](#)



ENVH 111: Exploring Environment & Health Connections

Winter 2024

3 credit hours

COURSE DETAILS



Health Sciences Education Building (HSEB)

Li Lu Library

Share Print

Meeting Time & Location

Health Sciences Education Building ([HSEB 345](#) [↗ \(https://www.washington.edu/maps/#!/hseb\)](https://www.washington.edu/maps/#!/hseb).)

10:00 am - 11:20 am

['Jump to Today' on Course Summary Schedule \(below\)](#)
(<https://canvas.uw.edu/courses/1696469/assignments/syllabus#>)

Your Instructional Team

Professors



Edward Kasner (he/him)

DEOHS Assistant Teaching Professor

ejkasner@uw.edu

Office Hours By Appointment:

<https://washington.zoom.us/my/ejkasner> 

(<https://washington.zoom.us/my/ejkasner>)



Resham Patel (she/they)

DEOHS Assistant Teaching Professor

rapatel@uw.edu

Office Hours by Appointment

Teaching Assistants



Matias Korfmacher (he/him)

*Joint DEOHS (MPH) & Urban Planning (MUP)
Student*

mkorf@uw.edu

*Office Hours: Monday 4pm-5pm or By
Appointment:*

<https://washington.zoom.us/j/9501090300> 

(<https://washington.zoom.us/j/9501090300>)

**Ikwon Jin***DEOHS MS Student**ijin@uw.edu**Office Hours: Thursday 9:00 - 10:00 am at
HSEB345 or by Appointment*

SPH Land Acknowledgement

Washington State is [home](https://www.washingtontribes.org/tribes-map) to 29 federally recognized and five unrecognized tribes. 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.

Course Description

This course is an introduction to environmental health concepts in a 3-credit course. It examines current events to illustrate and better appreciate the relationship between environment and health. It also explores whether an environmental condition is an important threat to health. Through foundational content and guest lectures, this course emphasizes the connection to public health practice, environmental justice, and the role environmental public health professionals play in keeping communities safe.

No textbook is required. Required readings are available under Modules. If you have an emerging or unique issue requiring you to miss 2+ consecutive classes or submit an assignment on time, please use our [Special Request Form](https://forms.office.com/Pages/ResponsePage.aspx?id=W9229i_wGkSZoBYqxQYL0voSUF12vGBJmZHWDr0lwMVUQIRKTjk4UUc1ME5IVzhUNihMRU5OWFREWS4u) to communicate with the teaching team before it is due.

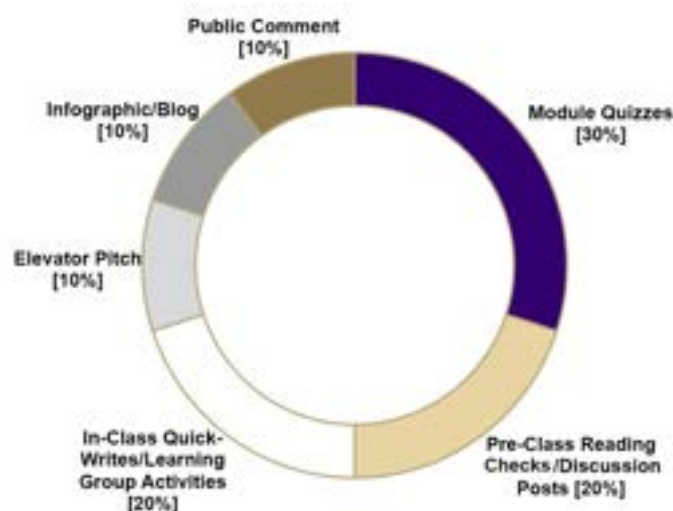
LEARNING GOALS

Upon completion of this course, students should be able to:

1. Identify major current and historic environmental health hazards.
2. Describe the various approaches to identifying and studying these hazards.
3. Describe the various exposure pathways and routes of human exposure to environmental hazards.
4. Describe the various approaches to link environmental exposures to human health effects.
5. Describe the major agencies, programs, and organizations involved in environmental and occupational health protection.
6. Describe the major public health policies that have been established to protect humans from exposure to environmental and occupational hazards.

GRADING/ASSESSMENT OF LEARNING

Activities must be submitted on Canvas by the specified due date. Any exceptions should be communicated in advance to the teaching team through Disability Resources for Students (DRS) or the Special Request Form (see above). At the end of the term, your final grade will be determined based on the weighted cumulative score of all assignments: pre-class reading checks, pre-class discussion posts, in-class quick-writes, in-class learning group activities, module quizzes, and synthesis assignments. Please ensure you manage your time effectively to meet all course requirements.



Pre-Class Reading Checks & Discussion Posts [20%]



Reading Checks

Students are required to complete a short "open-book" multiple-choice reading check before coming to most classes. The checks ensure students have viewed the pre-class material, so all are prepared to participate during in-class activities. Your two lowest reading check scores will be dropped.

Graded. 5 points per check.



Discussion Posts

Once per module, students will be prompted to post about environmental health hazards in the news on a Canvas discussion board before class. This will take place instead of a reading check for that day.

Credit/no-credit. 10 points per post.

In-Class Quick-Writes and Learning Group Activities [20%]



Quick-Writes

Active participation in class is required. Students are asked to come prepared to participate in class activities. During most classes, students will individually complete Canvas-administered "quick-writes" based on the day's topic. These are generally short answer responses (1-2 sentences) entered into Canvas during class and will be due 30 minutes after class. Your two lowest quick-write scores will be dropped.

Credit/no credit. 5 points per quick-write.



Learning Group Activities

Students will form learning groups that meet in class throughout the quarter. Learning groups are designed to help students engage in discussions, case studies, and other learning activities. Groups will turn in a written assignment documenting their discussion at the end of class. Each member of the group should participate in these discussions and contribute.

Credit/no-credit. 10 points per activity.

Module Quizzes [30%]

These quizzes are available through Canvas and will cover key content from the module readings, lectures, activities, and discussions. These open-book multiple-choice quizzes are designed to keep you engaged in the material and to help you (and us!) assess whether you are learning as you go. Although you are encouraged to use your class materials to help answer these questions, you must complete these independently.

Graded. 20 points per quiz.

Synthesis Assignments [30%]

Elevator Pitch [10%]

Early in the quarter, students will record an [elevator pitch](https://canvas.uw.edu/courses/1696469/assignments/8914882) (<https://canvas.uw.edu/courses/1696469/assignments/8914882>) that describes what environmental health is and why we should care about it. Students will reflect on their elevator pitches later in class.

Graded. 10 points.

Infographic or Blog [10%]

Toward the middle of the quarter, students will create an [infographic or blog post](#) ([\\$CANVAS_OBJECT_REFERENCE\\$/assignments/g63264bdbe91f8f6e7bbd929cbcf59c95](#)) on an environmental health subject of their choice. Students will then view and provide comments on peer submissions based on course learnings.

Graded. 10 points.

Public Comment [10%]

Later in the quarter, students will write a [public comment](#) (<https://canvas.uw.edu/courses/1696469/assignments/8914895>) on a recent environmental health policy (law or regulation) that was considered. Public comment is one part of the rule-making process, where agencies request public input on community impacts of the proposed legislation.

Graded. 10 points.

Course Grading Scale and Percentages

Scale	Percentage	Scale	Percentage	Scale	Percentage
4.0	≥ 98.5%	2.8	≥ 82.5%	1.6	≥ 70.5%
3.9	≥ 96.5%	2.7	≥ 81.5%	1.5	≥ 69.5%
3.8	≥ 94.5%	2.6	≥ 80.5%	1.4	≥ 68.5%
3.7	≥ 92.5%	2.5	≥ 79.5%	1.3	≥ 67.5%
3.6	≥ 90.5%	2.4	≥ 78.5%	1.2	≥ 66.5%
3.5	≥ 89.5%	2.3	≥ 77.5%	1.1	≥ 65.5%
3.4	≥ 88.5%	2.2	≥ 76.5%	1.0	≥ 64.5%
3.3	≥ 87.5%	2.1	≥ 75.5%	0.9	≥ 63.5%
3.2	≥ 86.5%	2.0	≥ 74.5%	0.8	≥ 62.5%
3.1	≥ 85.5%	1.9	≥ 73.5%	0.7	≥ 59.5%
3.0	≥ 84.5%	1.8	≥ 72.5%	0.0	< 59.5%
2.9	≥ 83.5%	1.7	≥ 71.5%		

Disclaimer: *The syllabus, readings, schedule, and point allocations are subject to change. Any changes will be announced in class and posted on Canvas.*

STUDENT RESPONSIBILITIES

Each student is expected to:

1. Prepare for each class session by completing assigned readings and quizzes, participating actively in course discussions, and engaging with guest speakers.
2. Complete all graded requirements and activities (see the Grading/Assessment of Learning section).


3. Come to class on time, refrain from packing up belongings before class ends, give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep comments and questions relevant to the topic at hand.


Laptops and other electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might disrupt class should be turned off.

COURSE POLICIES

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/>.

Access and 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/>.

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.

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.

Excused Absence from Class

Students are expected to attend class and to participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university sponsored activities should use the ENVH 111 Special Request Form. The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

Equity, Diversity, and Inclusion

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.

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](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy) [↗\(https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy\)](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy) recommends that you wear a well-fitting mask while you are symptomatic.

Additional recommendations include getting your [annual flu shot \(https://wellbeing.uw.edu/flu-vaccination/\)](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/) [↗\(https://www.washington.edu/coronavirus/vaccines/\)](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.

Late Assignment Policy

Late submissions will incur a 2% deduction for each day of delay, capping at a maximum penalty of 50% (25 days) before converting to a zero.



Use of Generative Artificial Intelligence in Coursework

We recognize that various artificial intelligence (AI) programs are available to assist learning. Generally speaking, you are not authorized to use AI engines, software, or artwork generating programs (or similar) to produce work for this class except on assignments that we have identified and for which you will have received guidance on appropriate use of such technologies, including proper attribution (e.g. '*The author generated this text in part with AI tools. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication*'). We will provide more information about the specific assignment when the time is appropriate in the course. AI programs do not replace human creativity, originality, and critical thinking.



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.

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/)  [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](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/).






Safety

Call [SafeCampus](https://www.washington.edu/safecampus/)  [\(https://www.washington.edu/safecampus/\)](https://www.washington.edu/safecampus/) at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. In urgent or dangerous situations, call [911 \(tel:911\)](tel:911). SafeCampus answers calls and emails (safecampus@uw.edu), Monday – Friday, 8 am – 5 pm excluding UW holidays. If you are calling after-hours, please see our [after-hours resource guide](https://www.washington.edu/safecampus/after-hours-resources/)  [\(https://www.washington.edu/safecampus/after-hours-resources/\)](https://www.washington.edu/safecampus/after-hours-resources/).




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/) .








Writing Resources












All written assignments for this class must be high quality, well-researched, well-organized, and well-written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. If a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the [UW Libraries website](https://guides.lib.uw.edu/c.php?g=342041&p=2300214) , [SPH website](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf),  [\(<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>\)](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf) and [DEOHS intranet](https://portal.deohs.washington.edu/index.php/academic-support-writing-resources)  [\(<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources>\)](https://portal.deohs.washington.edu/index.php/academic-support-writing-resources).











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Course Summary:












Date	Details	Due
Thu Jan 4, 2024	 Class 1 Readings: What is environmental health?	to do: 10am
	 In-Class 1 Quick-Write: Course Introduction & Fundamentals of	due by 11:50am











Date	Details	Due
	Environmental Health https://canvas.uw.edu/courses/1696469/assignments/8914846	
	 Pre-Course "Get to Know You" Survey https://canvas.uw.edu/courses/1696469/assignments/8914857	due by 11:59pm
	 Pre-Course "Syllabus Quiz" https://canvas.uw.edu/courses/1696469/assignments/8914870	due by 11:59pm
Fri Jan 5, 2024	 Pre-Class 1 Discussion Post: Introductions (Foundational Concepts Module) https://canvas.uw.edu/courses/1696469/assignments/8914883	due by 11:59pm
	 Pre-Class 2 Reading Check: Public Health Practice & Environmental Justice https://canvas.uw.edu/courses/1696469/assignments/8914862	due by 10am
Tue Jan 9, 2024	 Class 2 Readings: How are public health practice and environmental justice linked?	to do: 10am
	 Readings: Public Health Practice & Environmental Justice (OLD)	to do: 10:30am
	 In-Class 2 Learning Group Activity: Public Health Practice & Environmental Justice https://canvas.uw.edu/courses/1696469/assignments/8914891	due by 11:50am
	 Pre-Class 3 Reading Check: Hazards, Exposures, & Risks https://canvas.uw.edu/courses/1696469/assignments/8914861	due by 10am
Thu Jan 11, 2024	 Class 3 Readings: Is the risk of exposure to environmental hazards shared equitably?	to do: 10am
	 In-Class 3 Quick-Write: Hazards, Exposures & Risks https://canvas.uw.edu/courses/1696469/assignments/8914871	due by 11:50am







Date	Details	Due
Tue Jan 16, 2024	 Pre-Class 4 Reading Check: Climate Change & Health (https://canvas.uw.edu/courses/1696469/assignments/8914863)	due by 10am
	 Class 4 Readings: What is the relationship between climate change and environmental public health?	to do: 10am
	 In-Class 4 Learning Group Activity: Climate Change & Health (https://canvas.uw.edu/courses/1696469/assignments/8914892)	due by 11:50am
Thu Jan 18, 2024	 Pre-Class 5 Reading Check: Intro to Chemical Hazards (https://canvas.uw.edu/courses/1696469/assignments/8914852)	due by 10am
	 Class 5 Readings: What is an exposure pathway?	to do: 10am
	 In-Class 5 Quick-Write: Intro to Chemical Hazards (https://canvas.uw.edu/courses/1696469/assignments/8914851)	due by 11:50am
Mon Jan 22, 2024	 SYNTHESIS ASSIGNMENT #1: Environmental Public Health Elevator Pitch (https://canvas.uw.edu/courses/1696469/assignments/8914882)	due by 11:59pm
Tue Jan 23, 2024	 Pre-Class 6 Reading Check: Heavy Metals (https://canvas.uw.edu/courses/1696469/assignments/8914867)	due by 10am
	 Class 6 Readings: What are the health risks of heavy metal exposure?	to do: 10am
	 In-Class 6 Learning Group Activity: Heavy Metals (https://canvas.uw.edu/courses/1696469/assignments/8914893)	due by 11:50am
Thu Jan 25, 2024	 Pre-Class 7 Discussion Post: Pesticides (Guest Lecture:	due by 10am

Date	Details	Due
	<p>Chemical Hazards Module https://canvas.uw.edu/courses/1696469/assignments/8914881</p>	
	<p> Class 7 Readings: What are the health risks of pesticide exposure?</p>	to do: 10am
	<p> In-Class 7 Quick-Write: Pesticides https://canvas.uw.edu/courses/1696469/assignments/8914874</p>	due by 11:50am
	<p> Pre-Class 8 Reading Check: Synthetic Industrial Chemicals https://canvas.uw.edu/courses/1696469/assignments/8914859</p>	due by 10am
Tue Jan 30, 2024	<p> Class 8 Readings: What are the health risks of synthetic industrial chemical exposure?</p>	to do: 10am
	<p> In-Class 8 Learning Group Activity: Synthetic Industrial Chemicals https://canvas.uw.edu/courses/1696469/assignments/8914894</p>	due by 11:50am
	<p> Pre-Class 9 Reading Check: Intro to Biological Hazards https://canvas.uw.edu/courses/1696469/assignments/8914848</p>	due by 10am
Thu Feb 1, 2024	<p> Class 9 Readings: What are biological hazards?</p>	to do: 10am
	<p> In-Class 9 Quick-Write: Intro to Biological Hazards (Waterborne Diseases) https://canvas.uw.edu/courses/1696469/assignments/8914872</p>	due by 11:50am
Sun Feb 4, 2024	<p> MODULE QUIZ: Chemical Hazards https://canvas.uw.edu/courses/1696469/assignments/8914860</p>	due by 11:59pm
Tue Feb 6, 2024	<p> Pre-Class 10 Discussion Post: Foodborne Pathogens & Food Safety Risks (Biological Hazards Module) https://canvas.uw.edu/courses/1696469/assignments/8914880</p>	due by 10am

Date	Details	Due
	 Class 10 Readings: What are foodborne pathogens?	to do: 10am
	 In-Class 10 Learning Group Activity: Foodborne Pathogens (Exploring Foodborne Outbreaks) https://canvas.uw.edu/courses/1696469/assignments/8914885	due by 11:50am
	 Pre-Class 11 Discussion Post: Zoonotic Diseases & Vector-borne Pathogens (Guest Lecture: Biological Hazards Module) https://canvas.uw.edu/courses/1696469/assignments/8914879	due by 10am
Thu Feb 8, 2024	 Class 11 Readings: What are zoonotic diseases and vector-borne pathogens?	to do: 10am
	 In-Class 11 Quick-Write: Airborne Transmission & COVID-19 https://canvas.uw.edu/courses/1696469/assignments/8914869	due by 11:50am
	 Pre-Class 12 Reading Check: Airborne Transmission & Legionella https://canvas.uw.edu/courses/1696469/assignments/8914864	due by 10am
	 Class 12 Readings: What are airborne pathogens?	to do: 10am
Tue Feb 13, 2024	 Class 14 Readings: What are "natural" hazards? DRAFT	to do: 10:30am
	 In-Class 12 Learning Group Activity: Legionella Mock Outbreak Investigation https://canvas.uw.edu/courses/1696469/assignments/8914886	due by 11:50am
Thu Feb 15, 2024	 Pre-Class 13 Reading Check: Intro to Physical Hazards https://canvas.uw.edu/courses/1696469/assignments/8914865	due by 10am
	 Class 13 Readings: What are physical hazards?	to do: 10am

Date	Details	Due
Sun Feb 18, 2024	 In-Class 13 Quick-Write: Intro to Physical Hazards https://canvas.uw.edu/courses/1696469/assignments/8914868	due by 11:50am
Sun Feb 18, 2024	 MODULE QUIZ: Biological Hazards https://canvas.uw.edu/courses/1696469/assignments/8914855	due by 11:59pm
Tue Feb 20, 2024	 Pre-Class 14 Reading Check: "Natural" Hazards https://canvas.uw.edu/courses/1696469/assignments/8914866	due by 10am
Tue Feb 20, 2024	 Class 14 Readings: What are the types of "natural" hazards?	to do: 10am
	 In-Class 14 Learning Group Activity: "Natural" Hazards https://canvas.uw.edu/courses/1696469/assignments/8914887	due by 11:50am
	 Pre-Class 15 Discussion Post: Risk Communications (Guest Lecture) https://canvas.uw.edu/courses/1696469/assignments/8914876	due by 10am
Thu Feb 22, 2024	 Class 15 Readings: How can we better communicate with the public about environmental health hazards?	to do: 10am
	 In-Class 15 Learning Group Activity: Extreme Heat & Risk Communications https://canvas.uw.edu/courses/1696469/assignments/8914888	due by 11:50am
Tue Feb 27, 2024	 SYNTHESIS ASSIGNMENT #2: Infographic/Blog Post https://canvas.uw.edu/courses/1696469/assignments/8914877	due by 11:59pm
Tue Feb 27, 2024	 Pre-Class 16 Discussion Post: Radiation (Guest Lecture: Physical Hazards Module) https://canvas.uw.edu/courses/1696469/assignments/8914878	due by 10am
	 Class 16 Readings: How has radiation impacted indigenous	to do: 10am

Date	Details	Due
	communities?	
	 In-Class 16 Quick-Write: Radiation Guest Lecture https://canvas.uw.edu/courses/1696469/assignments/8914847	due by 11:50am
	 Pre-Class 17 Reading Check: Intro to Psychosocial Hazards https://canvas.uw.edu/courses/1696469/assignments/8914853	due by 10am
Thu Feb 29, 2024	 Class 17 Readings: What are the types of psychosocial hazards?	to do: 10am
	 In-Class 17 Learning Group Activity: Intro to Psychosocial Hazards https://canvas.uw.edu/courses/1696469/assignments/8914889	due by 11:50am
Sun Mar 3, 2024	 MODULE QUIZ: Physical Hazards https://canvas.uw.edu/courses/1696469/assignments/8914854	due by 11:59pm
	 Class 18 Readings: Shifting from Disasters to Resilience	to do: 10am
	 Pre-Class XX Reading Reflection: Psychosocial Hazards at Work and at Home https://canvas.uw.edu/courses/1696469/assignments/8914850	due by 10:30am
Tue Mar 5, 2024	 Class XX Readings: Psychosocial Hazards at Work and at Home	to do: 10:30am
	 In-Class 18 Quick-Write: Shifting from Disasters to Resilience https://canvas.uw.edu/courses/1696469/assignments/8914858	due by 11:50am
	 In-Class XX Learning Group Activity: Psychosocial Hazards at Work and at Home https://canvas.uw.edu/courses/1696469/assignments/8914890	due by 12:20pm

Date	Details	Due
Thu Mar 7, 2024	 Pre-Class 19 Discussion Post: Career Panel (https://canvas.uw.edu/courses/1696469/assignments/8914875)	due by 10am
	 In-Class 19 Quick-Write: Career Panel (https://canvas.uw.edu/courses/1696469/assignments/8914849)	due by 11:50am
Fri Mar 8, 2024	 SYNTHESIS ASSIGNMENT #3: Public Comment Assignment (https://canvas.uw.edu/courses/1696469/assignments/8914895)	due by 11:59pm
Sun Mar 10, 2024	 OPTIONAL MODULE QUIZ: Psychosocial Hazards (https://canvas.uw.edu/courses/1696469/assignments/8914856)	due by 11:59pm
Tue Mar 12, 2024	 Open Forum Extra Credit: Environmental Public Health in the News (https://canvas.uw.edu/courses/1696469/assignments/8914884)	due by 11:59pm
	 Reflecting on What You've Learned (https://canvas.uw.edu/courses/1696469/assignments/8914873)	