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Fall 2021

### PUBH 6532 – Environmental Health

Tolulope Awolusi

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 6532-A – Environmental Health  
Fall 2021

<b><u>Instructor:</u></b>	Tolulope Awolusi, DrPH., MPH
<b><u>Office:</u></b>	Hendricks Hall, Room 1010
<b><u>Phone:</u></b>	912- 478-7901
<b><u>E-Mail Address:</u></b>	<a href="mailto:tawolusi@georgiasouthern.edu">tawolusi@georgiasouthern.edu</a>
<b><u>Office Hours</u></b>	Monday & Tuesday 2:00 – 4:00 PM; Wednesday 1:00 – 3:00 PM
<b><u>Class Hours:</u></b>	Tuesday & Thursday 12:30 – 1:45 PM
<b><u>Classroom:</u></b>	Hendricks Hall #3001

**Course Catalog available at:**  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:**

N/A

**FOLIO Access:**

<https://georgiasouthern.desire2learn.com/d2l/home/565952>

**Course Description:**

This course is designed for graduate students and provides students with an introduction and overview of the key areas of environmental health. Students will gain an understanding of the interaction of individuals and communities with the environment. Impact of environmental agents on human and ecosystem health will be analyzed. This course will also introduce current topics in global environmental health and challenges faced under the changing climate and socio-economic needs and examine recent case studies and their outcomes related to environmental policy and management.

**Required Textbook:**

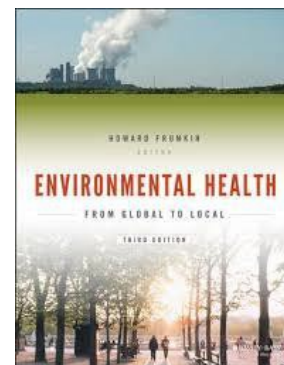
Environmental Health: From Global to Local (2016), 3<sup>rd</sup> Edition (by Howard Frumkin, ISBN-13: 978-1118984765)

**Additional Readings:**

Additional readings will be assigned throughout the course. The readings will be provided on Folio. You may also be required to use your university's library resources to obtain articles.

**Required Resource:**

N/A



## **COVID-19 Statement:**

### **Illnesses**

We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing [covidsupport@georgiasouthern.edu](mailto:covidsupport@georgiasouthern.edu). The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

### **ADA Accommodations**

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

### **MPH Core Student Learning Outcomes (CORE):**

1. Apply evidence-based approaches for a given public health context by appropriately selecting, analyzing, and interpreting quantitative data
2. Compare the organization, structure, and function of health care, public health, and regulator systems in the United States and globally.
3. Plan and manage public health programs to promote health by assessing population needs, applying awareness of cultural values and practices, and selecting appropriate evaluation methods.
4. Impact policy in public health by discussing multiple dimensions of the policy-making process, proposing strategies for building partnerships, advocating for policies that will improve health in diverse populations, and evaluating policies for impact on public health and health equity

### **MPH-CEPH Competencies**

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

#### **Policy in Public Health**

12. Discuss multiple dimensions of the policy- making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

## **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

## **Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

## **Interprofessional Practice**

21. Perform effectively on interprofessional teams

## **Systems Thinking**

22. Apply systems thinking tools to a public health issue

## **Performance-Based Objectives Linked to Course Activities (Note: Activities Described in Next Section)**

1. Students will demonstrate competence in the basic terminology associated with environmental health sciences. (Activity 1)
2. Students will demonstrate the ability to integrate applications of environmental health sciences principles. (Activity 2)
3. Students will demonstrate competence in the ability to analyze and criticize current research in environmental health sciences. (Activity 3)
4. Students will demonstrate the ability to communicate environmental health science concepts through writing to professional audiences. (Activity 4)
5. Students will demonstrate the ability to communicate environmental health science concepts through presentation to professional audiences. (Activity 5)
6. Students will demonstrate the ability to communicate environmental health science concepts through writing to lay audiences. (Activity 6)

## **Assessment of Student Learning**

1. Activity 1: Use course lectures, in-class, and online discussions to explain the basic terminology and definitions of environmental health, including, but not limited to, sustainability, growth rate, teratogen, toxicity, exposure, antibiotic resistance, diseases, biological oxygen demand, particulate matter, dose-response, risk assessment, and emergency preparedness. Competence in basic terminology will be evaluated using three activities: (1) five online quizzes and (2) mid-term exam (3) final exam.
2. Activity 2: Use course lectures, online and class discussions, and case studies to explain the basic application of environmental health principles, effects of various environmental hazards onto human health, and existing policies to prevent and control adverse effects of environmental health disease agents. Competence in the ability to integrate concepts will be evaluated using

- three activities: (1) five online quizzes and (2) mid-term exam (3) final exam.
3. Activity 3: Use course lectures, online and in-class discussions to demonstrate competence in the ability to utilize environmental health sciences principles and concepts to prevent and mitigate existing and emerging environmental hazard exposures. Competence in the ability to integrate concepts will be evaluated using three activities: (1) weekly discussions on current environmental health events, (2) five online quizzes and (3) writing assessment through two research reports analyzing environmental health issues published in peer-reviewed journal articles.
  4. Activity 4: Competence in written communication to the professional audience will be evaluated using (1) a one comprehensive review of an assigned environmental health topic, and (2) ten on-line discussions.
  5. Activity 5: Competence in oral presentation to the professional audience will be evaluated using (1) the preparation and delivery of a presentation of the comprehensive review and (2) in class discussions.
  6. Activity 6: Competence in written communication to the lay audience will be evaluated using one brief document describing the assigned environmental health topic to lay audience.

## Instructional Methods:

The course meets twice a week for fifty minutes and once a week online. The way we use this time will vary, and will include lectures, article discussions, films, in-class exercises, and student-led presentations. Students are responsible for **ALL supplementary information** discussed during the assigned class periods. Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and be prepared to discuss the assigned readings.

## Grading

The course grade will be determined through a combination of examinations (mid-term and final), two research reports, five quizzes, ten online discussions, and a final and a brief paper accompanied by a presentation at the end of the semester.

Weighting of assignments for purposes of grading is described in Table 2.

**Table 2. Determinants of grades**

	Topics covered	Quantity	Points	Total
Quiz 1	Modules 1,2	1	15	15
Quiz 2	Modules 3,4	1	15	15
Quiz 3	Modules 5,6	1	15	15
Quiz 4	Modules 9,10,11	1	15	15
Quiz 5	Modules 12,13,14	1	15	15
Mid-Term Exam	Modules 1-8	1	75	75
Final Exam	Modules 1-14 (with emphasis on Modules 9-14)	1	100	100
Research reports (x2)	Student will specify the topic	2	20	40
Discussion participation	All activities in the classroom and online assignments	10	4	40
Final paper	Student groups will select the topic	1	80	80
Factsheet	On the final paper topic	1	40	40
Presentation	On the final paper topic	1	50	50
<b>Total</b>				<b>500</b>

n/a: Not applicable

The following point scale will be utilized in grading:

450-to-500 points	A
400-to-449 points	B
350-to-399 points	C
300-to-349 points	D
Below 300 points	F

For calculation of your final grade, all grades above will be included. I will post your grades in the grade book and also available to you via Folio.

## **General Expectations**

For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three-credit hour course, during a regular fifteen-week semester, you should expect approximately ninety hours of work outside of class.

Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

## **Response Times**

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

## **Course Expectations**

The course is structured along three lines of activity: (1) weekly discussions to help you build a knowledge base of environmental health and (2) two research reports to relate all supplementary materials with textbook, (3) final paper and accompanying brief paper and a presentation to practice



investigating an environmental health concern on topics of your interest and deliver your findings to lay and professional audience.

This course will involve the completion of several written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.

In addition, proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Awolusi or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

### **1. Discussion Assignments (Activities 4 and 5)**

Students are expected to actively participate in class and online discussion of the topics listed on the syllabus, basing their participation on the assigned readings and/or media. To demonstrate your participation, you are expected to ask relevant questions, answer questions, and make comments that relate to material in the textbook, discussion topic or share relevant experiences. Your contributions will be very valuable if/when you are responding to something another student says (including answering a question asked by a student) or constructively disagreeing with something in the book or said in class by the instructor or your classmate. Be CONSTRUCTIVE in your criticism, RESPECT others' opinions and respond criticism PROFESSIONALLY. The instructor may call you to participate, but your volunteer participation is preferred.

Students are also asked to read a major newspaper with substantial environmental health reporting in each class meeting. The first few minutes of each class will be devoted to breaking news relevant to global environmental health issues. The New York Times Health and BBC Health sections are available online for free daily and there are other free online sources at the news sections or home pages of organizations such as AAAS, WHO and CDC.

### **2. Writing assignments (Research Reports) (Activity 3)**

There will be two short writing exercises during the semester called "Research Reports". **Each student will complete this assignment individually.** Research Reports give the students a chance to reflect their findings on the environmental health topic they have been investigating and learn to utilize published research.

The purpose of the research report is to improve your written and oral skills by practicing summaries of empirical research (i.e., an article reporting the gathering of data and drawing of inferences from those data). Thus, for each research report, your task is to:

1. Find a current (published in 2010 and later) journal paper that interests you (this can be linked to the topic of the review paper that you will submit at the end of the semester)
2. Write a short, (400 words) summary of the study

The required style of the research papers is described in the course orientation page on Folio. Research reports will be submitted online via Folio. The due dates are given in the "Course Schedule" table in the

syllabus.

### **3. End of the Semester Assignments (Review Paper, Brief Paper and Presentation)**

#### **3.1. Final Paper (Activity 4)**

Each group of students will be required to write a substantial paper on a selected topic. **This is a group study; everyone will be graded based on their contribution to the paper throughout the semester by the instructor and their peer's evaluations.**

The topic for the review paper will be selected by the students from a list provided by the instructor, in line with the learning objectives. It must approach the topic from an environmental health perspective; describe the direct and indirect environmental and occupational health hazards and present broad spectrum of point of views thorough in-depth analysis.

The style and instructions for preparation of the final paper is described in the course orientation page on Folio. **It is mandatory to submit a draft final paper on Week 8 (will be graded) so that the instructor can provide timely feedback.** The draft paper should include **Introduction, Adverse Health Effects and Public Health Implications** sections.

The final paper will be submitted online via Folio. The due dates for the paper are given in the "Course Schedule" table at the end of the syllabus.

#### **3.2. Presentation (10 min, followed by Q/A for 5 min) (Activity 5)**

Each group of students will also present their final review paper in front of their peers in the form of PowerPoint at the end of the course. The dates will be assigned to each student during the semester. Guidelines for preparing the presentations are provided in the course orientation page on Folio. The due dates for the review paper are given in the "Course Schedule" table at the end of the syllabus.

#### **3.3. Factsheet (1 double sided page with written information and visuals) (Activity 6)**

Each group will prepare a brief document designed as a factsheet at the end of the course. **This is a product of the group work; everyone will be graded based on their contribution to the factsheet by the instructor and their peer's evaluations.** Students are required to submit their factsheets on the day provided in "Course Schedule" table at the end of the syllabus.

Guidelines for preparing the factsheets are be provided in the course orientation page on Folio.

### **4 Quizzes (Activities 1,2,3), Mid Term (Activities 1,2) and Final Examination (Activities 1,2)**

There will be five quizzes, a mid-term, and final examinations. Exams may be any combination of true/false, multiple choice, matching, short answer, calculations & discussion.

### **Class Attendance and Participation Policy**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to decide in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and JPHCOPH funded) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (University Graduate Catalog)

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the Student Conduct Code book, as well as the latest Undergraduate & Graduate Catalog to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### **PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES**

#### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board, or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

### **NOT RESPONSIBLE FINDING**

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **CONFIDENTIALITY**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### **Accommodations for Individuals with Disabilities**

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the

Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at:  
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

### **One Final Note**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

## **STUDENT CONDUCT CODE**

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

## **ACADEMIC DISHONESTY**

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

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Student Name (print)

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Student Signature

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Date



**Table 1. Course Schedule and Content**

**Table 1. Course Schedule and Content**

Week	Date	Topic	Content	Assignment
1	08/11-13	Course introduction Syllabus overview	•	• Read Syllabus
1	08/16-20	M1-Introduction to Environmental Health, Ecosystems, Human Populations and Sustainability	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Chapters 1, 2 and 3</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapters 1,2 and 3</li> <li>• Complete <b>Discussion 1</b> by Sunday 11:59 PM</li> <li>• Submit final paper "<b>Top 3 topics of interest</b>": due Sunday 11:59 PM</li> </ul>
2	08/23-27	M2-Environmental and Occupational Epidemiology	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Lecture</li> <li>• Communicate with your group members to start working on the final project</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Complete <b>Quiz 1</b> online due Sunday 11:59 PM</li> <li>• Submit your final paper rationale (graded as <b>Discussion 2</b>)</li> </ul>

3	08/30-09/03	M3-Toxicology	<ul style="list-style-type: none"> <li>Chapter 6</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 6</li> <li><b>Research Report I</b> due Sunday 11:59 PM</li> </ul>
4	09/06-10	M4-Exposure and Risk Assessment	<ul style="list-style-type: none"> <li>Chapters 8, 27 and 28</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read chapters 8, 27 and 28</li> <li><b>Quiz 2</b> online due Sunday 11:59 PM</li> <li><b>Discussion 3</b> by Sunday 11:59 PM</li> </ul>
5	09/13-17	M5-Vectorborne Diseases, Pest Control and Pesticides	<ul style="list-style-type: none"> <li>Chapter 18</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 18</li> <li><b>Discussion 4</b> by Sunday 11:59 PM</li> </ul>

Week	Date	Topic	Content	Assignment
6	09/20-24	M6-Food Safety	<ul style="list-style-type: none"> <li>Chapter 19</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 19</li> <li><b>Research Report II</b> due Sunday 11:59 PM</li> <li><b>Quiz 3</b> online due Sunday 11:59 PM</li> </ul>
7	09/27-10/01	M7- Radiation	<ul style="list-style-type: none"> <li>Chapter 22</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 22</li> <li><b>Midterm</b> due Sunday 11:59 PM</li> </ul>
8	10/04-08	Group Study	Continue group work	<ul style="list-style-type: none"> <li><b>Draft final paper</b> due Sunday 11:59 PM</li> </ul>
9	10/11-15	M8-Air Quality	<ul style="list-style-type: none"> <li>Chapter 13</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read chapter 13</li> <li>Complete <b>Discussion 5</b> by Sunday 11:59 PM</li> </ul>

10	10/18-22	M9-Water and Health	<ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Lecture</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 16</li> <li>• <b>Quiz 4</b> online due Sunday 11:59 PM</li> </ul>
11	10/25-29	M10-Solid and Hazardous Waste	<ul style="list-style-type: none"> <li>• Chapter 17</li> <li>• Lecture</li> <li>• Continue group work</li> <li>• APHA Week</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 17</li> </ul>

Week	Date	Topic	Content	Assignment
12	11/01-05	M11-Built Environment	<ul style="list-style-type: none"> <li>Chapters 15, 20, 21, 23</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapters 15, 20, 21, 23</li> <li><b>Quiz 5</b> online due Sunday 11:59 PM</li> </ul>
13	11/08-12	M12-Climate Change, Energy and Environment	<ul style="list-style-type: none"> <li>Chapters 12, 14, 24, 25</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read chapters 12, 14, 24, and 25</li> <li><b>Watch</b> online video</li> <li>Complete <b>Discussion 6</b> by Sunday 11:59 PM</li> </ul>
14	11/15-19	M13-Environmental Psychology, Health Ethics and Justice	<ul style="list-style-type: none"> <li>Chapters 9, 10 and 11</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapters 9, 10 and 11</li> </ul>
15	11/22-26	<b>Thanksgiving Break</b>		
16	11/29-12/03	Group Study Wrap up <b>Presentations in-class</b>		<ul style="list-style-type: none"> <li><b>Final Paper</b> due</li> <li><b>Peer evaluations</b></li> <li><b>Factsheets</b></li> <li>Wednesday 11:59 PM</li> </ul>
17	12/07/20	<b>Final Exam-</b> Timed for 2 hours- due 11:59 PM		

### **Portfolio Inclusion**

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