

**HE740: The Environment and Human Health
Spring, 2009**

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Class hours: Mondays 5:00 PM– 8:00 PM

Location: Glasser Hall 202

Office Hours: Mondays 3:30–4:30

Please call or e-mail prior to meeting to assure availability.

COURSE OBJECTIVES: This course is designed to

- address the question how is the environment a health issue?
- introduce students to diverse perspectives of the environmental factors that impact health
- identify their sources and means of exposure
- assess their potential impact
- discover possible corrective and control measures
- examine policy considerations that help identify preventive measures that may be instituted, where appropriate.

REQUIRED READINGS:

Author	Title	Publisher
Carson, R. (1962)	<u>Silent Spring</u> : 40 th Anniversary Edition	HM
Steingraber, S. (1998)	<u>Living Downstream</u>	Random House
Frumppkin, H. (2005)	<u>Environmental Health</u>	Wiley
Davis, D (2002)	<u>When Smoke Ran Like Water</u>	Perseus
McDonough, W	<u>Cradle to Cradle: Remaking the Way We Make Things</u>	MPS

Class handouts and journal articles (additional readings) will be posted on Angel

COURSE POLICIES:

1. Attendance is required for class sessions and activities.
 - a. Lateness will effect participation grade
2. All assignments are due on time. Late assignments will not receive full grades.
3. There will be no make-up work.
4. There will be no extra credit.
5. Evaluation:

As this will be a seminar course, the students will be required to read several contemporary environmental health books and peer reviewed journal research articles and be prepared to discuss these writings in class. In addition, reaction papers on these readings will be completed and presented in class as part of the class participation grade. Grading will be:

- a. Class Project with team (including presentation and written work): 33%,
- b. Individual class projects (including presentations and written work): 34%,
- c. Class Participation and presentation of reaction papers: 33%.

Academic Integrity

Academic integrity is at the center of the educational experience at USP. Students are therefore expected to uphold the highest standards of academic integrity and not engage in nor tolerate academic dishonesty. Academic dishonesty includes, but is not limited to, fabrication, cheating or plagiarism. Any

violation of academic integrity will be investigated and, where warranted, the student will receive appropriate sanctions through the University's Student Conduct Process. Please familiarize yourself with the current USP Student Handbook. In particular, adherence to the Student Conduct Policy and Academic Integrity Policy will help to ensure that your learning and living experiences are founded on integrity.

**All written work must be original, no plagiarism will be tolerated.
Failure to comply with this aspect will result in severe academic consequences.**

For questions regarding plagiarism, please use this website or ask me directly:
<http://www.hsl.unc.edu/services/tutorials/PlagiarismTutorial/intro.html>

Office of Students with Disabilities

USP supports the educational endeavors of all students, including students with disabilities. The American's with Disabilities Act (ADA) defines a disability as any psychological, emotional, physical or medical impairment that substantially limits one or more major life activities. .

If you believe you have a disability whether permanent or temporary that may impair your ability to fulfill your course or degree requirements, and you would like more information on applying for an accommodation, please contact the Director of the Office of Students with Disabilities. By law students must advocate for themselves so if you have any questions or concerns call 215-596-7480 and ask to make an appointment with Dr. Hoefling.

Cell Phones/ Electronic Media Policy:

All cell phones, pagers, or electronic media that alerts individuals must be placed in vibrate or turned off during class. If you absolutely must respond to an electronic alert, please step out of the class quietly.

COURSE REQUIREMENTS:

I. Participation: 100 points

This class is designed as a seminar. It is therefore critical that all students commit to learning by actively participating in all assignments and classroom activities. The success of this course depends on how well we work collectively. It is expected that assigned readings will be completed before the class meeting time.

Points for participation:

If the student demonstrates active participation with references to readings, they get full points for the session. If the student participates but does not demonstrate knowledge of the readings, they get partial points. If the student shows up and does not participate in the discussion, they get a minimal amount of points.

Attendance	3 points
Limited participation	5 points
Full participation in class discussions/ activities including references to reading materials	8 points

II. Journal Articles: 20 points

1. Find 3 peer-reviewed journal articles that address exposure issues regarding an environmental health issue (hint: try Environmental Health Perspectives or American Journal of Public Health).
2. Describe the article including methods, population, study design, execution of study, and results.
3. Create a chart that compares and contrasts the journal articles

Hint: Use journal articles that will help you with either the discussion area or with your final project.

III. Response papers:

40 points

Complete the reading as assigned. Write a 2–3–page paper that summarizes your reaction to the books. **Response papers are due at the beginning of class—no exceptions.**

You can use these questions to guide your responses:

- 1) Summarize at least three key points of the reading.
- 2) Describe how the readings talk about the intersection of environment and health
- 3) What are the potential policy implications suggested by the readings
- 4) Describe one way that the information could be used and why.
- 5) How did the readings make you feel?
- 6) Could you relate to the readings on a professional level? On a personal level?

IV. Projects and Presentations:1) **Personal environmental assessments**

20 points

(will provide you with websites)

- a) Home (include cleaning products, personal care products, pesticides, organic food, waste)
- b) Energy
- c) Health effects from use
- d) Recommendations (3) to improve

2) **Presentation of Regulation and Legislation**

20 points

Each person will be responsible for presenting information about a particular environmental policy and regulation. Please include in your presentation:

- a. What environmental issue is being addressed, i.e. what is the problem?
- b. Brief (1 or 2 sentences) on the historical aspects of the problem
- c. What the policy/ regulation is designed to do
- d. Two aspects it successfully addressed
- e. Two aspects it does not address
- f. Future directions

- i. Citations are required

Presentation time: 10 minutes, Visuals are helpful but not necessary, handouts are required

3) **Team Project**

100 points

To be discussed Next Session

COURSE GRADING

MAXIMUM NUMBER OF POINTS:

300

A	279–300	B+	261–269	C+	231–239
A–	270–278	B	249–260	C	219–230
		B–	240–248	C–	218

S C H E D U L E

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Jan 12	Introduction		
Jan 19	Definitions	Frumkin 1-7	Reaction paper (RP)
Jan 26	The beginning of environmental health	Carson	RP
Feb 2	Human as an ecosystem	Steingraber	Home assessment; RP
Feb 9	Environmental Regulation and Information	Frumkin 19-23	NO RP ; Presentations: Regulations/Legislation
Feb 16	Links between environment and health	Davis	RP
Feb 23	Project Week		
Mar 2	Spring Break		
Mar 9	Stovepipes: Air, Water, Land	Frumkin 14-18, additional readings	RP
Mar 16	Climate Change	Fumkin 11 additional readings	RP
Mar 23	Environmental Health and Local Issues Disaster Preparedness	Frumkin 24-27 additional readings	RP
Mar 30	Life cycle	McDonough	RP
Apr 6	Global Health Issues	Frumkin 8-10; 13 additional readings	RP
Apr 13	The future of environmental health	Additional readings	RP
Apr 20	Projects and Wrap up		