NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Course: H 344 Foundations of Environmental Health * 3 credits
Instructor: Leanne Cusack, PhD, MPH
College of Public Health and Human Sciences
School of Biological and Population Health Sciences
Environmental and Occupational Health & Safety Program
Email: cusackl@onid.orst.edu

Course Description: Foundations of Environmental Health is an introductory environmental health course examining population growth, environmentally-linked diseases, and health concerns associated with toxic substances, food quality, air pollution, water pollution, noise, solid and hazardous waste, pesticide use, and global warming. Whenever possible, topics will also be studied in a global context, and will be discussed in light of social, political, and economic systems that impact our collective environment. The course will include lectures, discussion forums, and videos.

H 344. FOUNDATIONS OF ENVIRONMENTAL HEALTH (3).
Introductory course examining environmentally-linked disease, and health effects associated with toxic substances, food quality, pesticides, air, water, and noise pollution, and solid/hazardous wastes.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Course Objectives:

At the completion of the course, the student will be able to:

- Demonstrate general knowledge of the overall field of environmental health, including population growth, environmentally-linked diseases, and health concerns associated with toxic substances, food quality, air pollution, water pollution, noise, solid and hazardous waste, pesticide use, and global warming.
- Discuss current global environmental health concerns in light of social, political and economic systems that impact our collective environment.
- Compare and contract selected environmental problems that occur in the United States and in the global community.
- Demonstrate skill in accessing current environmental health information.
- Identify current research and regulatory mechanisms directed toward improvement of environmental health.

Academic Program Competencies associated with the successful completion of this course can be viewed at http://health.oregonstate.edu/degrees/competencies.

Canvas: This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and with me. Within the course Canvas site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo.
Technical Assistance: If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Learning Resources:

Assigned Readings: Weekly readings in addition to the textbook will be assigned and available in the weekly folders under “Modules” tab in Canvas.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Course Evaluation of Student Performance:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Post (2) and Week 1 Discussion (5)</td>
<td>7</td>
</tr>
<tr>
<td>Initial Knowledge Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Discussion Posts (8 weeks / 7 points per week)</td>
<td>63</td>
</tr>
<tr>
<td>Quizzes (6 weekly quizzes / 10 points each)</td>
<td>80</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>80</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>335 points</strong></td>
</tr>
</tbody>
</table>

Final Grades:
The percentage of the total points obtained will be used to determine your grade according to the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-63%</td>
<td>D-</td>
</tr>
<tr>
<td>59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies:
**Incompletes** — Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks. Please note that students receiving incompletes are subject to assignment weight reduction (and consequently may not be eligible for A or A- grades) because some of their work will be submitted late.

**Statement Regarding Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.
Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Student Conduct & Community Standards.

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies.

Academic Integrity — Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

Conduct in this online classroom — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.

Communications:
Ground Rules for Online Communication & Participation:
- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 24-48 hours.
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here is a references that discuss writing online: ○ netiquette: http://www.albion.com/netiquette/corerules.html.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

Course Assignments:
Quizzes:
There will be short quizzes on select weeks during the term. Quizzes will be a combination of true/false and/or multiple choice questions. They will appear under the “Quizzes” tab of Canvas, in the designated Week folder by 8 AM on Friday of that particular week. The quiz will be accessible until Saturday, 8 PM. The quizzes are timed and you must complete the entire quiz in the time allotted. Once you start the quiz, you have to finish it; you cannot log off and come back to it. KEEP TRACK OF YOUR TIME.
Discussion Forum Participation:
Every week you are expected to participate in discussion forums. You must answer the forum’s questions for that week by WEDNESDAY at 5 PM PST and then respond to at least ONE other post made by your peers by FRIDAY at 5 PM PST of each designated week. Please refer to the course content at the end of the syllabus for the schedule of the readings that need to be completed in order to answer the discussion questions for each week. Refer to the Discussion Board Grading Rubrics for grading criteria.

Course content:

- **Week 1: Introduction to Environmental Health & Ecological Principles**
  - Readings and Resources
    - Textbook: Chapter 1, pgs. 7-32
    - Additional reading: Preventing Disease Through Healthy Environments, World Health Organization
    - PowerPoint Lecture: Introduction to Environmental Health & Ecological Principles
  - Video: Environment, Health and You
    - [http://vimeo.com/32226544](http://vimeo.com/32226544)
  - Discussion Boards
    - #1 - Introduction post
    - #2 – Reading discussion
  - Assignment: Initial Assessment Questionnaire
  - Quiz

- **Week 2: Environmental Disasters and Their Impact on Human Health**
  - Readings and Resources
    - Natural Disasters – Protecting the Public’s Health, Chapter 1 General Effects of Disasters on Health
    - PowerPoint Lecture: Environmental Disasters: A Historical Perspective
  - Video: The Largest Mass Poisoning in History, Arsenic Contamination in Rural Bangladesh
    - [http://vimeo.com/46397501](http://vimeo.com/46397501)
  - Discussion Board
  - Quiz

- **Week 3: Population Dynamics & the Impact of the Global Population Growth**
  - Readings and Resources
    - Textbook: Chapters 2 & 3, pgs. 33-94
    - Additional reading: From 6 Billion to 7 Billion, how Population Growth is Changing and Challenging Our World, Chapter 1, Population Institute
    - PowerPoint Lecture: Population Dynamics & The Impact of the Global Population Growth
  - Video: Hans Roslings Presentation on Global Population Growth, 2010
    - [http://www.ted.com/talks/hans_rosling_on_global_population_growth.html](http://www.ted.com/talks/hans_rosling_on_global_population_growth.html)
  - Discussion Board
  - Quiz

- **Week 4: The People-Food Predicament & Food Safety**
  - Readings and Resources
    - Textbook: Chapter 4, pgs. 73-82 and Chapter 9, pgs. 215-241
    - Additional reading:
      - FAO Hunger in the Face of Crisis
      - CDC 2011 Estimates of Foodborne Illness in the U.S.
    - PowerPoint Lectures:
      - Feeding the World: The People-Food Predicament
      - Food Safety and Quality
  - Video: PBS – Why Poverty? Welcome to the World
  - Discussion Board
  - Midterm Examination
- **Week 5: Water Resources & Water Pollution**
  - Readings and Resources
    - Textbook: Chapters 15 and 16, pgs. 395-455
    - United Nations: Water In A Changing World
    - PowerPoint Lectures: Water Supply: Our Next Global Crisis and Water Pollution and Public Health
  - Videos: Blue Gold: World Water Wars
    - [https://www.youtube.com/watch?v=B1a3tjqQ1BI](https://www.youtube.com/watch?v=B1a3tjqQ1BI)
    - PBS Frontline's Poisoned Waters
  - Discussion Board
  - Quiz

- **Week 6: Air Pollution**
  - Readings and Resources
    - Textbook: Chapter 13, pgs. 341-367
    - PowerPoint Lecture: Air Pollution and Public Health
  - Video: The Devastating Effects of Pollution in China (Parts 1 and 2)
    - Part I: [http://www.youtube.com/watch?v=q4DtOhe2LfQ](http://www.youtube.com/watch?v=q4DtOhe2LfQ)
    - Part II: [http://www.youtube.com/watch?v=d-Ky7Se-v8](http://www.youtube.com/watch?v=d-Ky7Se-v8)
  - Discussion Board
  - Quiz

- **Week 7: Solid & Hazardous Waste**
  - Readings and Resources
    - Textbook: Chapter 17, pgs. 457-494
    - The World Bank: A Global Review of Waste Executive Summary
    - PowerPoint Lecture: Solid and Hazardous Waste
  - Videos:
    - Solid Waste Management in the Developed and Developing World
      - [http://vimeo.com/29337858](http://vimeo.com/29337858)
    - Exporting Harm: The High-Tech Trashing of Asia
      - [http://www.youtube.com/watch?v=yDSWGV3jGek](http://www.youtube.com/watch?v=yDSWGV3jGek)
  - Discussion Board
  - Quiz

- **Week 8: Climate Change and Public Health**
  - Readings and Resources
    - Textbook: Chapters 11-12, pgs. 281-339
    - A Human Perspective on Climate Change: Executive Summary & Highlights
    - PowerPoint Lecture: Climate Change and Public Health
  - Video #1: Climate Change Lines of Evidence
    - [http://www.youtube.com/watch?v=gIUN5ziSfNc](http://www.youtube.com/watch?v=gIUN5ziSfNc)
  - Video #2: The Health Impacts of Climate Change
    - [http://www.youtube.com/watch?v=RGyL6qj_7ok](http://www.youtube.com/watch?v=RGyL6qj_7ok)
  - Discussion Board
  - Final Examination