

Course Syllabus

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SYLLABUS

Managing the health risks of climate change

GH/ENV H 220 (3 credits)

Lectures Mondays / Wednesdays 10:00 – 11:20am

Health Sciences Education Building (HSEB) 345

Instructor:

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Teaching assistant: Eamonn McGonigle <eamomcg@uw.edu (<mailto:eamomcg@uw.edu>)>

Office hours: by appointment

Prerequisites: None. This is a broad course open to students without specific training in the areas of climate change, environmental sciences, and/or public health.

Course Description

The world has entered the Anthropocene epoch. Humans are the primary drivers of global environmental changes and are changing the planet on the scale of geological forces. Global environmental changes include climate change, ozone depletion, biodiversity loss, nitrogen fertilization, and ocean acidification. Students will be introduced to the range of global environmental changes and their consequences for human health and well-being, with a focus on climate change and its consequences. Vulnerable populations and regions will be differentially affected, with the potential to increase poverty and inequities.

To address these challenges, the United Nations Sustainable Development Goals (SDGs) were agreed in 2015 to achieve a better and more sustainable future for all. They include 17 global goals with targets for 2030. The SDGs aim to end all forms of poverty. The SDGs are unique in that they call for action by

all countries to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

Climate change is causing preventable injuries, illnesses, and deaths, with each additional unit of warming projected to further increase morbidity and mortality from most climate-sensitive health outcomes without additional, timely, and effective investments in adaptation and rapid and sufficient reductions in greenhouse gas emissions.

Heat-related morbidity and mortality is the best researched climate-sensitive health outcomes. Urban heat islands often amplify the impacts of heatwaves in cities. Risks for some vector-borne diseases, such as malaria and dengue fever, are projected to increase with warming from 1.5°C to 2°C, including potential shifts in their geographic range and changes in their seasonal distribution. Undernutrition is projected to further increase with additional warming. Separately, increasing concentrations of carbon dioxide are expected to reduce the nutritional quality of significant cereal crops. Other potentially large risks are insufficiently quantified, including the impacts of climate variability and change on a range of climate-sensitive health outcomes, such as diarrheal diseases, occupational heat stress, mental health, and migration and displacement.

Students will gain foundational knowledge in the health effects of global environmental changes, particularly climate change, benefits of policies and technologies to reduce greenhouse gas emissions and adaptation needs and strategies.

Overall Learning Objectives

Students will be able to:

- Identify the major global environmental changes and the upstream drivers behind these changes
- Identify the health risks of climate variability and change, including the sources of vulnerability and exposure to those risks
- Identify highly vulnerable populations domestically and globally
- Identify key interventions to promote climate-resilient and environmentally sustainable health systems
- Enumerate key issues in implementing, monitoring, evaluating, learning from, and continuously updating, adaptation policies and programs
- Outline the health benefits of mitigation policies to reduce greenhouse gas emissions

SPH Land Acknowledgement


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.


Expectations of Students

Students are expected to prepare for, attend, and participate in class discussions, demonstrate knowledge of assigned readings, and demonstrate teamwork/professionalism. Students are also expected to take the midterm exam, the final exam, and write one paper on a relevant topic chosen between the student and the instructors. (see Grades)

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-121\)](#) 

<https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121>). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](#)  <https://www.washington.edu/cssc/>.

Use of AI

Where you are allowed to use generative AI tools for an assignment, you are required to do the following. These activities are meant to a) encourage your development of appropriate attribution skills, b) reflect upon how generative AI is contributing to or harming your learning, and c) protect you in the event of an academic misconduct inquiry.

1. 1) Use track changes to demonstrate how much of the written product was written by generative AI, and how much was written by you.
2. 2) Maintain a history within the AI tool of your prompts and outputs (for example the chat history in ChatGPT).
3. 3) Provide a written statement including the following.
 1. Describe how you used generative AI in the assignment or project.
 2. Describe how you verified outputs were correct or true.
 3. Provide a reflection on *how* using generative AI tools befitted you or potentially harmed the learning goals of the assignment.
 4. Attest that you did not put any protected data into an AI tool during your completion of the assignment, including copyrighted materials, the intellectual property of others (including papers

written by others, or the text of your instructor's assignment instructions), research or study data, interview transcripts, or personal information of others.

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.

Inclusion and Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In SPH, students 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, advisor, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

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 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>. Data are 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.

Personal 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. We invite everyone to share their pronouns.

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) [⇒ \(https://sph.washington.edu/about/diversity/bias-concerns\)](https://sph.washington.edu/about/diversity/bias-concerns). The University also has designated offices to help you: [SafeCampus](https://www.washington.edu/safecampus/) [⇒ \(https://www.washington.edu/safecampus/\)](https://www.washington.edu/safecampus/); [Office of the Ombud](https://www.washington.edu/ombud/) [⇒ \(https://www.washington.edu/ombud/\)](https://www.washington.edu/ombud/); [Title IX Investigation Office](https://www.washington.edu/titleix/report/) [⇒ \(https://www.washington.edu/titleix/report/\)](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/) [⇒ \(https://www.washington.edu/compliance/uciro/\)](https://www.washington.edu/compliance/uciro/).

Religious Accommodation Statement

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/). 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/).

Access and Accommodations

Your experience in this class is important to us, and 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 experience barriers based on a disability or temporary health condition, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu (<mailto:uwdrs@uw.edu>) or [disability.uw.edu](http://depts.washington.edu/uwdrs/) [⇒ \(http://depts.washington.edu/uwdrs/\)](http://depts.washington.edu/uwdrs/)

Safety

Call 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. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

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.


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 provide a written notice to the instructor ahead of the absence. The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done, as determined by the instructor.

Medical Excuse Notes

Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. To protect student privacy and the integrity of the academic experience, students will not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity due to illness must request, in writing, to reschedule work as appropriate.

UW Writing and Research Center:

The Odegaard Writing & Research Center (OWRC) offers free, one-to-one, 45-minute tutoring sessions for undergraduate, graduate, and professional writers in all fields at the UW. They will work with writers on any writing or research project, as well as personal projects such as applications or personal statements. Their tutors and librarians collaborate with writers at any stage of the writing and research process, from brainstorming and identifying sources to drafting and making final revisions. For more information or to schedule an appointment, please see their website (<http://depts.washington.edu/owrc> (Links to an external site.) ) (<https://depts.washington.edu/owrc>) or visit in person on the first floor of Odegaard Undergraduate Library.

Microsoft Word: It is beneficial in this course for students to have access to Microsoft Word. The Microsoft Office suite is available for free to all UW students and can be downloaded from this [online site \(https://itconnect.uw.edu/wares/uware/microsoft/microsoft-software-for-students/\)](https://itconnect.uw.edu/wares/uware/microsoft/microsoft-software-for-students/). If you have additional questions, please contact the TA.

Email Policy

Emails received after 5 pm will be answered within 24 hours whenever possible, and not before 9 am the following morning.

Course Requirements

Assigned textbook and readings. Readings will be assigned every week to be completed before class. The readings will be from the assigned textbook or other sources. Alternative media sources such as videos may be included.

Textbook:

Lemery J, Knowlton K, Sorensen C. Global Climate Change and Human Health, 2nd Edition: From Science to Practice. Wiley, 2021

Reading questions: Reading assignments will be given most weeks. These readings will supplement the lectures, as well as be a source for in-class discussion. Most of these readings will come from the textbook, while others will come from other sources and be provided on the canvas page. To facilitate discussion and contribute to your grade, you will be asked to submit two questions or comments on each reading by Midnight the day before class. Questions or comments will be submitted through the Canvas discussion page, which will close by Midnight the day before class. **No late submissions will be accepted.** You will be allowed to miss two reading questions submissions and still receive full credit.

Exams: The *midterm exam* will take place **Wednesday, 5 February**, covering course materials until that point. It will be an in-class exam consisting of multiple choice, short answer, and essay questions.

The **final exam** will take place in class **Monday, 17 March at 8:30 am** during finals week and will be cumulative with a focus on the new materials after the midterm. The exam will consist of multiple choice, short answer, and essay questions.

Paper: Students will write a paper on some aspect of the health risks of global environmental change, reviewing a particular health risk, or describing adaptation or mitigation options to reduce that risk, in the context of a specific country or city. The paper will be at least 10 double-spaced pages and contain a minimum of 10 references that are peer-reviewed, scholarly articles found in scientific journals. A grading rubric will be provided for the paper. A one-paragraph summary and outline of the topic for the individual paper will be due one week after the mid-term exam on **Wednesday, 29 January**. The paper will be due at the start of class on **Monday, 10 March**. Please include your name in the file name.

Extra Credit: Students may receive extra credit for attending any relevant event during the quarter and submitting a short essay describing the event.

Grading criteria

- 30%midterm exam
- 30%final exam
- 30%paper
- 10% reading questions

We will use the UW's grading guidelines, available at

<http://depts.washington.edu/grading/practices/guidelines.html> 

<http://depts.washington.edu/grading/practices/guidelines.html>).

Final Paper Rubric

Criteria	Points
Organization and style: Clear, direct writing and formatting (remember longer does not equal better) written with consistent, professional style	20
Topicality: Meaningfully addresses a current and important health risk(s) of global environmental change and describes adaptation or mitigation options to reduce the risk in the context of a specific country or city.	30

Identifies and explains causal pathways of selected health risk as well as elaborates on specific areas such as climate variability, environmental impacts, public health exposures, climate change impacts, vulnerability, and inequities.	30
References: Makes appropriate citations to relevant sources from the literature; at least 10 reference	10
Grammar, punctuation, and spelling.	10
Total	100

Course session schedule:

Class	Instructor	Topic	Assigned Readings
WEEK 1			
Class 1 MON 1/6	Ebi	Welcome to the Anthropocene	No reading assignments

<https://sdgs.un.org/goals> 

(<https://sdgs.un.org/goals>)

WEEK 1

Class 2

Ebi

International organizations
and processes

<https://www.ucsusa.org/resources/ozone-hole-and-global-warming#.VsV2NflrIU0> 

WED

(<https://www.ucsusa.org/resources/ozone-hole-and-global-warming#.VsV2NflrIU0>)

1/8

<https://www.youtube.com/watch?v=IBu3vltczRw>

WEEK 2

Class 3

Mauger

Weather, climate, climate
variability, and climate
change

Chapter 1: Primer on Climate Science

MON

1/13

WEEK 2

Class 4

Ebi

Methods for assessing
current and projecting
health risks of climate
change

Chapter 13: Climate Modeling for Health
Impacts

WED

Chapter 15: Climate Change Health Impact
Projections: Looking into the Future

1/15

WEEK 3

MON

***Martin Luther
King Day***

No class

No reading assignments

1/20

WEEK 3

Class 5

Ebi


Communicating risks

Chapter 16: Protecting Environmental
Justice Communities from the Detrimental
Impacts of Climate Change

WED

Chapter 17: Climate Change
Communication

1/22

			https://www.ucsusa.org/resources/ozone-hole-and-global-warming#.VsV2NflrIU0  (https://www.ucsusa.org/resources/ozone-hole-and-global-warming#.VsV2NflrIU0)
WEEK 4			
Class 6	Ebi	A success story: stratospheric ozone	
MON			
1/27			https://www.youtube.com/watch?v=IBu3vltczRw
			Chapter 2: Climate Related Disasters: The Role of Prevention for Managing Health Risks
WEEK 4			
Class 7	Errett	Disaster policy and risk management	Chapter 22: Climate Change and Disaster Risk Reduction
WED			
1/29			
			Paper topic paragraph due
WEEK 5			
Class 8	Ebi	Thermal extremes and their health impacts	Chapter 3: Health Impacts of Extreme Heat
MON			
2/3			
WEEK 5			
Class 9	MIDTERM EXAM		
WED			
2/5			
WEEK 6			
Class 10	Boyer	Framework for understanding and managing risks; vulnerability and adaptation assessments	Chapter 14: Climate and Health Vulnerability Assessments: New Approaches and Tools for Adaptation
MON			
2/10			

WEEK 6

Class 11

Ebi

Air quality

Chapter 5: Degraded Air Quality

WED

2/12

WEEK 7

MON

President's Day No class

No reading assignments

2/17

WEEK 7

Class 12

Meisner

Infectious diseases

Chapter 4: Climate Change Impacts on the Hydrologic Cycle and Waterborne Diseases

WED

2/19

Chapter 8: Climate and its Impacts on Vector-borne Diseases

WEEK 8

Class 13

Ebi

Food security

Chapter 9: Food Systems Transformation: Toward Sustainable and Healthy Diets for All

MON

2/24

Chapter 18: International Perspective on Climate Change Adaptation

WEEK 8

Class 14

Ebi

Health benefits of mitigation policies

Chapter 19: Health Co-Benefits of Climate Mitigation Strategies

WED

2/26

Chapter 31: The Global Energy Transition and Public Health in a Changing Climate

WEEK 9

Hess

Biodiversity loss

Chapter 28: Climate Change and Loss of Biodiversity

Class 15

MON

3/3

Chapter 29: Ecosystem Services

WEEK 9

Class 16

Ebi

Course review

WED

3/5

WEEK 10

Class 17

Pineo

Urban issues

Final paper due

MON

3/10

WEEK 10

Class 18

Vecchione

Oceans

WED

3/12

3/17

8:30-10:20 FINAL EXAM

am

Grading rubric

Minimum Score
for Grade





Grade Point







≥ 95 % = 4.0

≥	92.7	%	=	3.9
≥	90.5	%	=	3.8
≥	88.2	%	=	3.7
≥	85.9	%	=	3.6
≥	83.7	%	=	3.5
≥	81.4	%	=	3.4
≥	80.6	%	=	3.3
≥	79.8	%	=	3.2
≥	79	%	=	3.1
≥	78.2	%	=	3.0
≥	77.4	%	=	2.9
≥	76.6	%	=	2.8
≥	75.9	%	=	2.7
≥	75.1	%	=	2.6
≥	74.3	%	=	2.5
≥	73.5	%	=	2.4
≥	72.7	%	=	2.3
≥	71.9	%	=	2.2

≥	71.1	%	=	2.1
≥	70.3	%	=	2.0
≥	69.5	%	=	1.9
≥	68.7	%	=	1.8
≥	67.9	%	=	1.7
≥	67.1	%	=	1.6
≥	66.3	%	=	1.5
≥	65.5	%	=	1.4
≥	64.8	%	=	1.3
≥	64	%	=	1.2
≥	63.2	%	=	1.1
≥	62.4	%	=	1.0
≥	61.6	%	=	0.9
≥	60.8	%	=	0.8
≥	60	%	=	0.7
<	60	%	=	0.0

Course Summary:

Date	Details	Due
Fri Jan 10, 2025	 Introduction Survey (https://canvas.uw.edu/courses/1786399/assignments/10018398)	due by 11:59pm
Sun Jan 12, 2025	 January 13th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9811829)	due by 11:59pm
Tue Jan 14, 2025	 January 15th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9811831)	due by 11:59pm
Tue Jan 21, 2025	 January 22nd Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9832801)	due by 11:59pm
Sun Jan 26, 2025	 January 27th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9838962)	due by 11:59pm
Tue Jan 28, 2025	 January 29th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9832813)	due by 11:59pm
Sun Feb 2, 2025	 February 3rd Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9832928)	due by 11:59pm
Wed Feb 5, 2025	 Midterm Exam (https://canvas.uw.edu/courses/1786399/assignments/9809274)	due by 11:30am
Sun Feb 9, 2025	 February 10 Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9832812)	due by 11:59pm
Tue Feb 11, 2025	 February 12 Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9838961)	due by 11:59pm
Tue Feb 18, 2025	 February 19th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9841932)	due by 11:59pm

Date	Details	Due
Sun Feb 23, 2025	 February 24th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9841938)	due by 11:59pm
Tue Feb 25, 2025	 February 26th Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9841939)	due by 11:59pm
Sun Mar 2, 2025	 March 3rd Reading Responses (https://canvas.uw.edu/courses/1786399/assignments/9842029)	due by 11:59pm
Mon Mar 10, 2025	 Final Paper (https://canvas.uw.edu/courses/1786399/assignments/9809334)	due by 10am
Mon Mar 17, 2025	 Final Exam (https://canvas.uw.edu/courses/1786399/assignments/9809285)	due by 8:30am
	 Final Paper Description (https://canvas.uw.edu/courses/1786399/assignments/9811141)	