Course Syllabus

Jump to Today   ✎ Edit

ENV H 473/584 - Environmental Health Policy & Practice

Meetings Times & Location

Tuesday & Thursday in HSEB 245

3:30 pm - 5:20 pm

Course Description

Explore how environmental health problems are controlled in the United States by examining the policies and practices of environmental health. We will look at how various government programs are established, organized, and operated to prevent or control hazards in the community, and the legal and regulatory framework behind them. This course will be offered using a flipped classroom model. Students are expected to come to class prepared for the day, having reviewed foundational content independently on Canvas (such as recorded lectures, readings, etc.) in advance of scheduled class time. In-person class sessions will primarily focus on the application of concepts through discussions and group activities.

Your Instructional Team

Emily Hovis (she/her)

DEOHS Assistant Teaching Professor

ehovis@uw.edu *(mailto:ehovis@uw.edu)*

Office Hours by Appointment

Hannah McKinley (she/her)

Teaching Assistant & Current Student

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Office Hours by Appointment

LEARNING GOALS

Upon completion of this course, ENVH 473 students should be able to:

1. Describe the historical, political, and legal basis of the major environmental health programs in the U.S.
2. Discuss the roles of federal, state, and local legislatures, courts, and executives in the environmental health-related policy-making process
3. Assess jurisdictional environmental health issues and priorities
4. Develop strategies and approaches to addressing environmental health issues

Upon completion of this course, ENVH 584 students should be able to:

1. Assess and contrast the roles and responsibilities of state and federal governments in environmental health policy development and implementation
2. Describe the roles of politics, public opinion, and economics in environmental health policy development
3. Develop and evaluate strategies and approaches to addressing environmental health issues
4. Assess the magnitude, determinants, and impacts of a community-level environmental health issue
5. Develop strategies to communicate about environmental health policy issues for different audiences or sectors, using different media

GRADING/ASSESSMENT OF LEARNING

All quizzes, assignments, and assessments (with few exceptions) must be submitted through Canvas by the due date. Your final grade will be calculated based on the following:

Assignments [25%]

Assignments will help students stay on track, understand and remember key points, and provide the opportunity to apply learning, evaluate evidence, synthesize material, and make connections between topics. Most assignments will be submitted electronically through Canvas. Major assignments for all students are described below:

- **Bill Tracking Assignment**: Students will follow a bill through the Washington State legislative session and provide updates. As part of this assignment, students will virtually attend a public hearing on the bill and summarize their experience. In addition, students will write a brief, evidence-informed public comment that could be delivered at the public meeting to inform policymakers about the environmental health impacts of the issue or proposed policy. Formal assignment descriptions with instructions are available on Canvas.

- **Quick-Writes:** Students will participate in class sessions through the use of quick writes and guest lecture summaries. Subject matter experts will provide guest lectures throughout the quarter. These special guests are invited to give students a different perspective on environmental health policy and practice. Students are encouraged to engage with these special guests during class through discussion and questioning. At the end of class, students will submit a short summary of what they learned and any outstanding questions that they have.

Additional assignments for graduate students (ENVH 584) are described below:

- **Expert Testimony Development**: As an extension of the bill-tracking assignment, students will develop an expert testimony that synthesizes complex evidence for lawmakers to consider in the policy-making process. Students will then present their testimony in class during the quarter.

Quizzes [25%]

Bi-weekly quizzes are available through Canvas, are due every other Sunday evening, and will cover key content from the readings, lectures, activities, and discussions. These are designed to keep you engaged in the material and to help you (and me!) assess whether you are learning as you go. Students are required to complete all quizzes, but I will drop your lowest grade in this assignment category.

Learning Group Activities [25%]

Students will form learning groups that meet in class throughout the quarter. Learning groups meet during scheduled class time to engage in discussions, case studies, and other learning activities. Groups will turn in a written learning group activity (LGA) assignment documenting their discussion at the end of class. Each member of the group should participate and contribute to the assignment. To encourage you to stay home due to illness for rest and recovery, I will drop your lowest grade in this assignment category.

Environmental Health Assessment Project [25%]

Throughout the quarter, groups will address one real-world environmental health issue impacting a community within Washington State. Through this in-class experience, students will describe the magnitude, scope, and impacts of the problem, assess the complex causes of the problem, develop and prioritize solutions, develop a budget, and plan an evaluation. Finally, groups will create a grant proposal (based on the **DOH Community Capacity Grant** ⤳ **(https://doh.wa.gov/community-and-environment/health-equity/environmental-justice/grants/heal-act-community-capacity)** program) and present their project proposal to the class during an in-person presentation during the last week of the quarter.

A 4.0 scale will be calculated using the following conversion:

Table 1. 4.0 Scale to Percentage Conversion

4.0 Scale	Percentage	4.0 Scale	Percentage	4.0 Scale	Percentage
4.0	≥98.0%	2.8	≥84.2%	1.6	≥70.4%
3.9	≥96.8%	2.7	≥83.0%	1.5	≥69.2%
3.8	≥95.7%	2.6	≥81.9%	1.4	≥68.1%
3.7	≥94.5%	2.5	≥80.7%	1.3	≥66.9%
3.6	≥93.4%	2.4	≥79.6%	1.2	≥65.8%
3.5	≥92.2%	2.3	≥78.4%	1.1	≥64.6%
3.4	≥91.1%	2.2	≥77.3%	1.0	≥63.5%
3.3	≥89.9%	2.1	≥76.1%	0.9	≥62.3%
3.2	≥88.8%	2.0	≥75.0%	0.8	≥61.2%
3.1	≥87.6%	1.9	≥73.8%	0.7	≥60.0%
3.0	≥86.5%	1.8	≥72.7%	0.0	<60.0%
2.9	≥85.3%	1.7	≥71.5%		

COURSE MATERIALS

An overview of course materials will be available in the weekly module on the Canvas on the class page. This overview list things 'to do' before coming to class, assignments that will be completed in-class, and assignments/quizzes that will be completed after class:

- **Before Class:** This section includes foundational content with links to readings and videos that are designed to enrich your learning experience. These materials are required to be read before coming to class. I use a general framework of assigning one reading and one video, but this may vary from week to week.
- **During Class:** This section includes links to learning group activities that will occur in-class. Also, the in-class lecture recording will be uploaded to this section of Canvas page shortly after class. If possible, the PPT and PDF slides will be posted in advance of class time here as well.
- **After Class:** This section includes a list of quizzes and assignments that should be submitted after class. These assignments must be submitted/uploaded to Canvas by the listed due date.

Optional Texts:

- Carruth, R. S., & Goldstein, B. D. (2013). *Environmental health law: an introduction* (1st ed.). Wiley. **Free online access** ⤷ **(https://orbiscascade-washington.primo.exlibrisgroup.com/permalink/01ALLIANCE_UW/db578v/cdi_askewsholts_vlebooks_9781118420874)** is available through the UW Libraries.
- Johnson, B. L., & Lichtveld, M. Y. (2022). *Environmental Policy and Public Health: Principal Health Hazards and Mitigation, Volume 1* (3rd ed.). CRC Press. **Free online access** ⤷ **(https://orbiscascade-washington.primo.exlibrisgroup.com/permalink/01ALLIANCE_UW/db578v/cdi_proquest_ebookcentral_EBC6859794)** is available through the UW Libraries.

TENTATIVE SCHEDULE

Disclaimer: Below is a rough outline of Canvas content and in-class activities. The syllabus, readings, and/or lecture schedule are all subject to change. Any changes will be announced in class and posted as an announcement on Canvas.

WEEK	DAY	DATE	SUBJECT AREA
1	1	1/7	**Course Introduction & The U.S. Legal System -** *Quick-Write: Who are You?* **(https://canvas.uw.edu/courses/1779800/assignments/9716215)**
	2	1/9	**The Policy Process & The National Environmental Policy Act (NEPA)** - *Learning Group Activity 1: Community Group Agreement & SEPA* **(https://canvas.uw.edu/courses/1779800/assignments/9766968)**
2	3	1/14	**Environmental Public Health Practice -** *LGA 2: NACCHO Local Health Department Profile Activity* **(https://canvas.uw.edu/courses/1779800/assignments/9716210)**
	4	1/16	**WA Legislative Session 101 -** *Guest Lecture Reflection: Jaime Bodden from WSALPHO* **(https://canvas.uw.edu/courses/1779800/quizzes/2103143)**
3	5	1/21	**Policy Polarization & Climate Change** - *LGA 3: Climate of Doubt Documentary Discussion* **(https://canvas.uw.edu/courses/1779800/assignments/9716230)**

	6	1/23	**The Clean Air Act (CAA) & Environmental Health Assessment Workday** - *[EHA Part 1: Defining the Problem](https://canvas.uw.edu/courses/1779800/assignments/9716237)*
4	7	1/28	**The Clean Water Act (CWA) & CAFOs** - *[LGA 4: CAFO Discussion](https://canvas.uw.edu/courses/1779800/assignments/9818653)*
	8	1/30	**Environmental Justice & Policy -** *[Guest Lecture Reflection: Courtney Cecale from the Washington State Department of Ecology (ECY)](https://canvas.uw.edu/courses/1779800/quizzes/2103133)*
5	9	2/4	**The Toxic Substances Control Act (TSCA)** - *[LGA 5: PFAS Discussion](https://canvas.uw.edu/courses/1779800/assignments/9716219)*
	10	2/6	**The Safe Drinking Water Act (SDWA) & Environmental Health Assessment Workday -** *[EHA Part 2: Describing Problem Determinants](https://canvas.uw.edu/courses/1779800/assignments/9716238)*
6	11	2/11	**The Resource Conservation and Recovery Act (RCRA) & The Emergency Planning and Community Right-to-Know ACT (EPCRA) -** *[LGA 6: Toxic Release Inventory](https://canvas.uw.edu/courses/1779800/assignments/9716208)*
	12	2/13	**The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act") & The River That Made Seattle** - *[Guest Lecture Reflection: BJ Cummings from the UW EDGE Center](https://canvas.uw.edu/courses/1779800/quizzes/2103137)*
7	13	2/18	**The Oil Pollution Act (OPA)** - *[LGA 7: The Spill Documentary Discussion](https://canvas.uw.edu/courses/1779800/assignments/9716221)*
	14	2/20	**The Occupational Safety and Health (OSH) Act & Environmental Health Assessment Workday -** *[EHA Part 3: Formulating Solutions](https://canvas.uw.edu/courses/1779800/assignments/9716239)*
8	15	2/25	**Expert Testimony Presentations & EHA Workday** (continued) **-** *[Expert Testimony Peer Reviews](https://canvas.uw.edu/courses/1779800/assignments/9716207)*
	16	2/27	**EPH Practice in WA State & Legislative Session Review -** *[Guest Lecture Reflection: Joe Laxson from the Washington State Department of Health (DOH)](https://canvas.uw.edu/courses/1779800/assignments/9716217)*
9	17	3/5	**The Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) & Environmental Health Assessment Workday -** *EHA Part 4 & 5: Develop Grant*

		Proposal (https://canvas.uw.edu/courses/1779800/assignments/9716240) & *Presentation Slides* (https://canvas.uw.edu/courses/1779800/assignments/9819294)
18	3/7	**[NO IN-PERSON CLASS] The Food, Drug, and Cosmetic Act (FDCA) & Food Safety Modernization Act (FSMA)** - *Quick-Write: The Poison Squad Documentary Reflection* (https://canvas.uw.edu/courses/1779800/assignments/9716206) *Optional Extra Credit Field Trip to Capitol Campus for WSPHA Legislative Education Day -* hosted by the Washington State Public Health Association (registration link will be shared when available)
10	19	3/11	**Environmental Health Assessment Project Presentations -** *Presentation Peer Reviews Part I* (https://canvas.uw.edu/courses/1779800/assignments/9819394)
	20	3/13	**Environmental Health Assessment Project Presentations -** *Presentation Peer Reviews Part II* (https://canvas.uw.edu/courses/1779800/assignments/9819395)
11 - FINALS WEEK			**There is no final exam, but extra credit opportunities are available:** *Virtual or In-Person Field Trip to Capitol Campus,* (https://canvas.uw.edu/courses/1779800/assignments/9716220) *EPH Policy Webinar,* (https://canvas.uw.edu/courses/1779800/assignments/9716222) *Public Health Policy Podcast, and the* (https://canvas.uw.edu/courses/1779800/quizzes/2103145) *Course Evaluation* (https://canvas.uw.edu/courses/1779800/assignments/9716243)

ACCREDITATION REQUIREMENTS & COMPETENCIES MET BY THIS COURSE

ENV H 473 addresses the following Council on Education for Public Health (CEPH) competencies:

D-10-1 Public Health Domains

Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society (this course covers societal functions of public health)

- **Role and Importance of Data in Public Health**: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice (this course covers: basic concepts of data collection; basic methods of data collection; basic tools of data collection)
- **Identifying and Addressing Population Health Challenges**: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations (this course covers: introduction to processes and approaches to identify needs and concerns of populations; introduction to approaches and interventions to address needs and concerns of populations)
- **Determinants of Health**: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities (this course covers: socio-economic impacts on human health and health disparities; behavioral factors' impacts on human health and health disparities; environmental factors' impacts on human health and health disparities)

- **Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- **Health Policy, Law, Ethics, and Economics**: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
- **Health Communications**: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (this course covers professional writing)

D13-1 Concepts

- Community dynamics
- Critical thinking and creativity
- Cultural contexts in which public health professionals work
- Ethical decision making as related to self and society
- Teamwork and leadership

ENVH 584 addresses the following CEPH domains:

MPH-EHS Department-Level Competencies

Assess and contrast the roles and responsibilities of state and federal governments in environmental health policy development and implementation.

- Describe the roles of politics, public opinion, and economics in environmental health policy development.
- Develop and evaluate strategies and approaches to address environmental health issues.

COURSE POLICIES

Disclaimer: The course policies below are all subject to change, up until the start of the quarter.

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 & Accommodation

Your experience in this class is important to me. 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.

Use of Generative Artificial Intelligence in Coursework

We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Here is an example of appropriate attribution language: '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.'

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)** for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link **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 ourselves from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

We have the privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important—share it. It will enrich others.
- My students' and colleagues' viewpoints are important—listen to them. Do not judge them.
- Extend the same listening respect to others I would wish them to extend to me. We all have room to grow to become better listeners in non-judgmental ways.
- Recognize that I might miss things others see and see things others might 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.
- Ask questions when I don't understand something.
- Surface my feelings in such a way that we make it easier for others to surface theirs.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of either-or thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.

Illness Protocols and Safety

<u>If you feel ill or exhibit respiratory or other symptoms, you should not come to class</u>. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. <u>UW Environmental Health & Safety</u> 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/)** and getting boosted with the updated COVID vaccines (available at clinics and pharmacies, as well as through UW Medicine and local health agencies).

<u>Please check your email and CANVAS announcements daily BEFORE coming to class</u>. 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 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. Submit a **special request form** ⤷ **(https://forms.gle/SQYnMe1Fu17vPNN78)** at least 24 hours before the anticipated absence(s). 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, 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, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Grades for Group Assignments

In most cases, all group members will receive the same grade on group assignments. Under extreme circumstances, group members may receive different grades. For example, if a group member does not contribute/communicate/collaborate with the team, that member will not receive the grade shared by other members. Please see the assignment rubrics for additional information on how to document group assignment participation. *This language is used with permission from Anjulie Ganti.*

Late Assignment Policy

All quizzes, assignments, and assessments (with few exceptions) must be submitted through Canvas by the due date. Late submissions will face a 2% penalty for each day they are late for a maximum of 50%. Students may request an assignment extension by submitting a **special request form** ⤷ **(https://forms.gle/SQYnMe1Fu17vPNN78)** at least 24 hours before the due date.

Notice to Student - Use of Plagiarism Detection Software

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

Personal Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We invite everyone to share their pronouns. Professor Hovis uses she/her pronouns. Your TA, Hannah, uses she/her pronouns.

Religious Accommodations

Washington state law requires that UW develop a policy for the 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 accommodation, is available at **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/)** .

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.

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. 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/)** .

SPH Land Acknowledgment

I acknowledge 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.

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. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, 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 **SPH website** ➭ **(https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf)** and on the **DEOHS intranet** ➭ **(https://portal.deohs.washington.edu/index.php/academic-support-writing-resources)** .

Course Summary:

Date	Details	Due
Tue Jan 7, 2025	📄 **1: Course Introduction & The US Legal System**	to do: 3:30pm
	🚀 **Quick-Write: Who are you?** **(https://canvas.uw.edu/courses/1779800/assignments/9716215)**	due by 11:59pm
Thu Jan 9, 2025	📄 **2: The National Environmental Policy Act**	to do: 3:30pm
	🚀 **LGA 1: Community Agreement & SEPA** **(https://canvas.uw.edu/courses/1779800/assignments/9766968)**	due by 11:59pm
Tue Jan 14, 2025	📄 **3: Local Health Departments & EPH Practice**	to do: 3:30pm
	🚀 **LGA 2: NACCHO LHJ Profile** **(https://canvas.uw.edu/courses/1779800/assignments/9716210)**	due by 11:59pm
Thu Jan 16, 2025	📄 **4: The WA Legal System & How a Bill Becomes a Law**	to do: 3:30pm
	🚀 **Quick-Write: Jaime Guest Lecture Reflection** **(https://canvas.uw.edu/courses/1779800/assignments/9716223)**	due by 11:59pm
Sun Jan 19, 2025	🚀 **Bi-Weekly Quiz #1 - Policy Fundamentals** **(https://canvas.uw.edu/courses/1779800/assignments/9716229)**	due by 11:59pm
Tue Jan 21, 2025	📄 **5: Policy Polarization & Climate of Doubt**	to do: 3:30pm

Date	Details	Due
	🚀 **LGA 3: Climate of Doubt Documentary Discussion** (https://canvas.uw.edu/courses/1779800/assignments/9716230)	due by 11:59pm
Thu Jan 23, 2025	📄 **6: The Clean Air Act & EHA Project - Part I**	to do: 3:30pm
	📝 **EHA 1 - Defining the Problem** (https://canvas.uw.edu/courses/1779800/assignments/9716237)	due by 11:59pm
Sun Jan 26, 2025	📝 **Bill-Tracking Assignment #1 - Bill Analysis Report** (https://canvas.uw.edu/courses/1779800/assignments/9716232)	due by 11:59pm
Tue Jan 28, 2025	📄 **7: The Clean Water Act & CAFOs**	to do: 3:30pm
	🚀 **LGA 4: CAFO Discussion** (https://canvas.uw.edu/courses/1779800/assignments/9818653)	due by 11:59pm
	📅 **ENV H 473 A Wi 25: Environmental Health Policy And Practice** (https://canvas.uw.edu/calendar? event_id=4161416&include_contexts=course_1779800)	3:30pm to 5:30pm
Thu Jan 30, 2025	📄 **8: Environmental Justice & Policy [ON ZOOM]**	to do: 3:30pm
	🚀 **Quick-Write: Courtney Guest Lecture Reflection** (https://canvas.uw.edu/courses/1779800/assignments/9716212)	due by 11:59pm
Sun Feb 2, 2025	🚀 **Bi-Weekly Quiz #2 - Clean Air and Water** (https://canvas.uw.edu/courses/1779800/assignments/9716209)	due by 11:59pm
	📄 **9: Toxic Substances Control Act (TSCA)**	to do: 3:30pm
Tue Feb 4, 2025	🚀 **LGA 5: PFAS Discussion** (https://canvas.uw.edu/courses/1779800/assignments/9716219)	due by 11:59pm
	🚀 **Quick-Write: Mid-Quarter Check-In** (https://canvas.uw.edu/courses/1779800/assignments/9716214)	due by 11:59pm
Thu Feb 6, 2025	📄 **10: The Safe Drinking Water Act (SDWA) & EHA Workday 2**	to do: 3:30pm
	📄 **Class 10: Environmental Health Assessment Project - Part II**	to do: 3:30pm

Date	Details	Due
	📝 **EHA 2 - Describing Problem Determinants** (https://canvas.uw.edu/courses/1779800/assignments/9716238)	due by 11:59pm
Sun Feb 9, 2025	📝 **Bill-Tracking Assignment #2 - Public Meeting Summary** (https://canvas.uw.edu/courses/1779800/assignments/9716233)	due by 11:59pm
Tue Feb 11, 2025	📄 **11: The Resource Conservation and Recovery Act (RCRA) & The Emergency Planning and Community Right-to-Know Act (EPCRA)**	to do: 3:30pm
	🚀 **LGA 6: Toxic Release Inventory** (https://canvas.uw.edu/courses/1779800/assignments/9716208)	due by 11:59pm
Thu Feb 13, 2025	📄 **12: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA) & The River That Made Seattle**	to do: 3:30pm
	📄 **ELI Blog: CERCLA & The Duwamish River**	to do: 3:30pm
	🚀 **Quick-Write: BJ Guest Lecture Reflection** (https://canvas.uw.edu/courses/1779800/assignments/9716216)	due by 11:59pm
Tue Feb 18, 2025	📄 **13: The Oil Pollution Act (OPA)**	to do: 3:30pm
	🚀 **LGA 7: The Spill Documentary Discussion** (https://canvas.uw.edu/courses/1779800/assignments/9716221)	due by 11:59pm
Thu Feb 20, 2025	📄 **14: The Occupational Health and Safety (OSH) Act & EHA Workday**	to do: 3:30pm
	📝 **EHA 3 - Formulating Solutions** (https://canvas.uw.edu/courses/1779800/assignments/9716239)	due by 11:59pm
Sun Feb 23, 2025	📝 **Bill-Tracking Assignment #3 - Expert Testimony Notes [ENVH 584 ONLY]** (https://canvas.uw.edu/courses/1779800/assignments/9716234)	due by 11:59pm
	📝 **Bill-Tracking Assignment #3 - Public Comment [ENVH 473 ONLY]** (https://canvas.uw.edu/courses/1779800/assignments/9716235)	due by 11:59pm
Tue Feb 25, 2025	📄 **15: Expert Testimony Presentations & EHA Workday**	to do: 3:30pm

Date	Details	Due
	🚀 **Quick-Write: Expert Testimony Presentation Peer Review** [(https://canvas.uw.edu/courses/1779800/assignments/9716207)](https://canvas.uw.edu/courses/1779800/assignments/9716207)	due by 11:59pm
	📝 **Bill-Tracking Assignment #4 - Expert Testimony Presentation [ENVH 584 ONLY]** [(https://canvas.uw.edu/courses/1779800/assignments/9716236)](https://canvas.uw.edu/courses/1779800/assignments/9716236)	due by 11:59pm
Thu Feb 27, 2025	📄 **16: EPH Practice & Legislative Session Review**	to do: 3:30pm
	🚀 **Quick-Write: Joe Guest Lecture Reflection** [(https://canvas.uw.edu/courses/1779800/assignments/9716217)](https://canvas.uw.edu/courses/1779800/assignments/9716217)	due by 11:59pm
	🚀 **Quick-Write: The Poison Squad Documentary Reflection** [(https://canvas.uw.edu/courses/1779800/assignments/9716206)](https://canvas.uw.edu/courses/1779800/assignments/9716206)	due by 11:59pm
Sun Mar 9, 2025	📝 **EHA 4 - Project Proposal** [(https://canvas.uw.edu/courses/1779800/assignments/9716240)](https://canvas.uw.edu/courses/1779800/assignments/9716240)	due by 11:59pm
	📝 **EHA 5 - Presentation Slides** [(https://canvas.uw.edu/courses/1779800/assignments/9819294)](https://canvas.uw.edu/courses/1779800/assignments/9819294)	due by 11:59pm
Tue Mar 11, 2025	📄 **19 & 20: EHA Presentations & Course Wrap-Up**	to do: 3:30pm
	🚀 **Quick-Write: EHA Presentation Peer Review I** [(https://canvas.uw.edu/courses/1779800/assignments/9819394)](https://canvas.uw.edu/courses/1779800/assignments/9819394)	due by 11:59pm
	📄 **20. Course Wrap-Up**	to do: 3:30pm
Thu Mar 13, 2025	🚀 **Quick-Write: EHA Presentation Peer Review II** [(https://canvas.uw.edu/courses/1779800/assignments/9819395)](https://canvas.uw.edu/courses/1779800/assignments/9819395)	due by 11:59pm
	📝 **EHA 6 - In Class Presentation** [(https://canvas.uw.edu/courses/1779800/assignments/9819313)](https://canvas.uw.edu/courses/1779800/assignments/9819313)	due by 11:59pm
Fri Mar 14, 2025	📝 **LGA Note-Taker Submission** [(https://canvas.uw.edu/courses/1779800/assignments/9765314)](https://canvas.uw.edu/courses/1779800/assignments/9765314)	due by 11:59pm
Sat Mar 15, 2025	📅 **Give feedback - Learning Group Check-In** [(https://canvas.uw.edu/calendar?event_id=4017117&include_contexts=course_1779800)](https://canvas.uw.edu/calendar?event_id=4017117&include_contexts=course_1779800)	11:59pm

Date	Details	Due
	📝 **Evaluation Plan [ENVH 548]** **(https://canvas.uw.edu/courses/1779800/assignments/9791311)**	due by 11:59pm
Sun Mar 16, 2025	🚀 **Extra Credit - Public Health Policy** **Podcast** **(https://canvas.uw.edu/courses/1779800/assignments/9716226)**	due by 11:59pm
	📝 **EHA 7 - Learning Group End-of** **Quarter Check-In** **(https://canvas.uw.edu/courses/1779800/assignments/9716242)**	due by 11:59pm
	🚀 **Extra Credit - Environmental Health** **Policy Webinar** **(https://canvas.uw.edu/courses/1779800/assignments/9716222)**	due by 11:59pm
Fri Mar 21, 2025	🚀 **Extra Credit - Field Trip to the** **Washington State Legislative Building** **(virtual or in-person)** **(https://canvas.uw.edu/courses/1779800/assignments/9716220)**	due by 11:59pm
	📝 **Extra Credit - Course Evaluation** **(https://canvas.uw.edu/courses/1779800/assignments/9716243)**	due by 11:59pm
	🚀 **Bi-Weekly Quiz #3 - Clean Water** **(continued) and Toxic Substances** **(https://canvas.uw.edu/courses/1779800/assignments/9716213)**	
	📅 **Give feedback - "Deep-Dive"** **Infographic** **(https://canvas.uw.edu/calendar?** **event_id=3916614&include_contexts=course_1779800)**	
	📅 **Give feedback - EHA Recorded** **Presentation & Peer Review** **(https://canvas.uw.edu/calendar?** **event_id=3916617&include_contexts=course_1779800)**	
	📅 **Give feedback - Learning Group** **Check-In (https://canvas.uw.edu/calendar?** **event_id=3916612&include_contexts=course_1779800)**	
	📅 **Hand in - "Deep-Dive" Infographic** **(https://canvas.uw.edu/calendar?** **event_id=3916613&include_contexts=course_1779800)**	
	📅 **Hand in - EHA Recorded Presentation** **& Peer Review** **(https://canvas.uw.edu/calendar?** **event_id=3916616&include_contexts=course_1779800)**	
	📅 **Hand in as group - EHA Recorded** **Presentation & Peer Review**	

Date	Details	Due
	(https://canvas.uw.edu/calendar? event_id=3916619&include_contexts=course_1779800)	
	🚀 **Quiz #4 - RCRA, EPCRA, OPA & OSH Act** **(https://canvas.uw.edu/courses/1779800/assignments/9716224)**	
	🚀 **Quiz #5 - EPH Practice, FIFRA & FDCA** **(https://canvas.uw.edu/courses/1779800/assignments/9716227)**	
	🗓 **Read feedback - "Deep-Dive" Infographic** **(https://canvas.uw.edu/calendar? event_id=3916615&include_contexts=course_1779800)**	
	🗓 **Read feedback - EHA Recorded Presentation & Peer Review** **(https://canvas.uw.edu/calendar? event_id=3916618&include_contexts=course_1779800)**	