

**COURSE SYLLABUS**

**A. Overview**

<b>Course Description</b>	In this class, you will obtain an introduction to current areas of research in, applications of, and methodologies used in the field of Environmental Health Sciences. We will particularly focus on how environmental stressors impact the health of communities, both locally and globally, and how communities can build resiliency to those impacts.
<b>Prerequisites</b>	None
<b>Instructor</b>	Brian Cole, DrPH Asst. Professor In-Residence, Environmental Health Sciences e-mail: blcole@ucla.edu office: 5127 Life Sciences office phone: 310-206-4253 office hours: TBD
<b>Class Days, Times, Location</b>	Tuesday & Thursday 1:00 pm – 2:50 pm 33-105 CHS
<b>Office Hours</b>	TBD
<b>Course Texts</b>	<b>REQUIRED TEXT</b> Essentials of Environmental Health (either paperback or electronic) by Robert H. Friis, PhD Publisher: Jones & Bartlett Publishers; 2nd edition (2012) ISBN-10: 9781284026337  <b>RECOMMENDED TEXT</b> A Community Guide to Environmental Health by Jeff Conant and Pam Fadem Publisher: Hesperian Health Guides (2008, 2012) ISBN-10: 9780942364569 Free download available at: <a href="http://en.hesperian.org/hhg/A_Community_Guide_to_Environmental_Health">http://en.hesperian.org/hhg/A_Community_Guide_to_Environmental_Health</a>
<b>Required Readings</b>	Please read all required readings prior to coming to each class. Reading assignments are listed in the tentative course schedule found at the end of this syllabus; any updates will be posted on the course website ( <a href="https://ccle.ucla.edu/course/view/19W-ENVHLT100-1">https://ccle.ucla.edu/course/view/19W-ENVHLT100-1</a> ).
<b>Course Format</b>	The course format will include weekly lectures in class on meeting dates. The lecture will be supplemented with small group discussions, in-class student presentations, out-of-class homework, and examples from the public health literature.

<b>Course Website</b>	<p>All assignments will be posted on the course website, which uses the Moodle platform (<a href="https://ccle.ucla.edu/course/view/19W-ENVHLT100-1">https://ccle.ucla.edu/course/view/19W-ENVHLT100-1</a>). In addition, copies of the lectures (PowerPoint presentations) and any handouts will be posted on the course website AFTER each class. If you are unable to access the course website, please contact the instructor (<a href="mailto:blcole@ucla.edu">blcole@ucla.edu</a>) as soon as possible.</p> <p>Students are highly encouraged to post questions to the course website discussion forum. This will allow your classmates to benefit from your questions and the responses from the TAs and Professors.</p>
<b>Recordings</b>	<p>Some (if not all) of the sessions of EHS 100 will be recorded during the quarter, which means that your voice and/or visuals of you may be captured during course recordings. These recordings will be made available for online viewing to students registered in the class. Recordings are a complement to attending class in person and are not intended as a replacement for active participation and engagement during class. Some of the benefits of having access to lectures online include allowing you to review material before quizzes and to go over concepts you would like to reinforce after class on your own time, or to review areas you want more clarification on. Recordings will be made available via our course website: <a href="https://ccle.ucla.edu/course/view/19W-ENVHLT100-1">https://ccle.ucla.edu/course/view/19W-ENVHLT100-1</a></p>
<b>UCLA ADA Policy</b>	<p>Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit <a href="http://www.cae.ucla.edu">www.cae.ucla.edu</a>.</p>
<b>ADA Contact</b>	<p>Nickey Woods Center for Accessible Education A255 Murphy Hall Phone: (310) 825-1501 TTY / TTD: (310) 206-6083 Fax: (310) 825-9656</p>
<b>Inclusivity</b>	<p>UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (<a href="https://equity.ucla.edu/">https://equity.ucla.edu/</a>).</p>

(Continued)

### **B. Learning Objectives:**

Upon completion of this course, you should be able to demonstrate the skills listed as “Learning Objectives” below.

- #1. Describe the ways that specific environmental stressors can impact the health of communities and populations.
- #2. Identify which environmental problems are most likely to have a significant impact on the health of a specific community or population, based on input from stakeholders and information from the literature.
- #3. Identify appropriate approaches, metrics and data sources to determine how severely a particular environmental issue impacts the health of a particular community or population.
- #4. Formulate a plan to identify sources of environmental hazards in collaboration with the affected community.
- #5. Formulate a plan to mitigate, reduce, or control sources of environmental hazards in collaboration with the affected community.
- #6. Accurately and effectively communicate environmental health risks to targeted stakeholders and explain why/whether some populations are at greater risk than others for specific agents.
- #7. Identify individual or societal factors that contribute to the extent to which the health of a specific population is impacted by a particular environmental stressor and/or needs to be taken into account when designing an intervention strategy.
- #8. Describe an example of how regulations and/or inspections have been used to prevent environmental health problems; describe who has the authority to impose these regulations for a particular region.
- #9. Identify and abstract key pieces of information and/or data from a document and synthesize them to draw evidence-based conclusions.

These learning objectives were selected to help you build foundational knowledge and competencies required for the MPH program. To find out more information about goals for foundational knowledge and competencies for MPH students, please <https://ceph.org/assets/2016.Criteria.pdf>.

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

Learning Objectives	MPH Competency/Learning Experience	Assessments
#1, #2	LE7: Explain effects of environmental factors on a population's health	<ul style="list-style-type: none"><li>• Case Study Presentation (Leaded gasoline)</li></ul>
#7, #8	LE11: Explain how globalization affects global burdens of disease	<ul style="list-style-type: none"><li>• Case Study Presentation (Hong Kong and the global e-waste crisis)</li></ul>
#4, #5	LE 12: Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)	<ul style="list-style-type: none"><li>• Case Study Presentation (2016 Formosa Marine Spill (Vietnam))</li></ul>
#1	C7. Assess population needs, assets, and capabilities that affect communities' health	<ul style="list-style-type: none"><li>• Final Report (Listing and Describing Environmental Problems section)</li></ul>
#1	C9. Design a population-based policy, program, project or intervention	<ul style="list-style-type: none"><li>• Final Report (Action Plan and Building Capacity Sections)</li></ul>
#1, #2, #3, #4, #5, #6, #7 #8	C16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	<ul style="list-style-type: none"><li>• Homework #2-#5</li><li>• Final Report (All Sections)</li></ul>
#6, #7	C17. Apply negotiation and mediation skills to address organizational or community challenges	<ul style="list-style-type: none"><li>• Homework #1, #2, and #4</li></ul>
#6	C18. Select communication strategies for different audiences and sectors.	<ul style="list-style-type: none"><li>• Homework #3</li></ul>
#1, #2, #3, #4, #5, #6, #7 #8, #9	C19. Communicate audience-appropriate public health content, both in writing and through oral presentation	<ul style="list-style-type: none"><li>• Case Study Presentation (Community organizing in response to the coal-fired powerplant in Mariveles,</li></ul>

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

Learning Objectives	MPH Competency/Learning Experience	Assessments
		Philippines) • Final Report (All Sections)
#1, #2	C21. Perform effectively on interprofessional teams	• Homework #2 • Final Report (All Sections)
#8	C22. Apply systems thinking tools to a public health issue.	• Homework #5 • Final Report (All Sections)

(Continued)

## C. Course Assignments

### A. HOMEWORK ASSIGNMENTS

There will be 5 homework assignments. (See course website for assignment details.) You must submit your assignments electronically via the course website <https://ccle.ucla.edu/course/view/18W-ENVHLT100-1> ). Do NOT submit your assignments via email. All assignments must be submitted electronically prior to the beginning of class on Tuesday of the week that they are due. A 10% penalty (of the total possible points) will be deducted from late assignments for every day or partial day that the assignment is late. Late assignments will not be accepted after 3 days. Homework assignments are individual work (see Academic Integrity, below) unless you are explicitly told in writing to complete the assignment with your group.

### B. QUIZZES

There will be 4 quizzes given during the quarter, which cover material covered in lecture and assigned readings. The Learning Objectives at the beginning of assigned textbook chapters (Essentials of Environmental Health, by Robert H. Friis) provide a good guide for the scope of material covered on the quizzes). Quizzes are individual work and are closed book/closed notes. Your grade for this portion of the class will be based on your best 3 out of 4 quiz scores. If you are unable to attend class on one of the dates that a quiz is being held, that will count as your quiz grade that is dropped.

### C. CASE STUDY PRESENTATION

Case study presentations are designed to demonstrate your ability to work as a team and explore a case study on how a particular community has been impacted by and has coped with an environmental stressor. Presentations will be 20 minutes in length, including 3-5 minutes for questions from the class. A sign-up list with dates and topics will be circulated in class during the second day of class.

Guidelines for presentations are posted on the CCLE course website under "Week 1." Each group will consist of at least two and no more than four students. All group members are expected to contribute to the research, preparation and delivery of case study presentations.

After the lecture you will have 24 hours to make any revisions to your presentation slides. You will turn in two documents (pdf format) via the CCLE course website:

1. Presentation in pdf format (2 slides per page). Including:
  - a. A list of three to five learning objectives (these may be incorporated into your presentation immediately after the title slide).
  - b. A statement of contributions detailing the specific contributions of each group member (last slide)
2. A 100-150-word promotional summary of the presentation that could be put on a flyer inviting members of the general public to attend this presentation.

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

All members of a group will receive the same grade for their presentation, but exceptionally low or high levels of contribution may affect class participation points.

#### D. FINAL REPORT – Environmental Health Assessment

The Final Report is an Environmental Health Assessment for a community or site of your choice. The topic must be different than your in-class case study presentation, however you may choose to write on an issue addressed by another case-study group. (See course website for assignment details.) The Final Report builds upon Homework Assignments 1-4. This is a group assignment. Students will apply principles of leadership during teamwork, organizational collaboration and leadership on executing the team project. Although all group members are expected to participate in the preparation and writing of all sections of the report, individual group members will take primary responsibility for different sections of the report.

Each student's grade for the final report will consist of two, equally weighted components—a group grade for the entire report and a grade for the section of the report for which s/he had primary responsibility. All written reports must be submitted electronically to both [Turnitin.com](https://turnitin.com) (see link from our course in my.ucla.edu or the block at the right side of the course website) AND the course website (<https://ccle.ucla.edu/course/view/18W-ENVHLT100-1>) by 9pm Saturday, March 17. A 10% penalty (of the total possible points) will be deducted from late assignments for every day or partial day that the assignment is late. Late assignments will not be accepted after 3 days.

#### E. CLASS PARTICIPATION

Class participation points will be credited for attendance, active participation in class discussions, full participation in group activities and completion of four peer reviews of other students' in-class case study presentations.

#### Grading:

There are five primary sources of evaluation for this class:

(1)	Homework Assignments (5)	25% of total grade
(2)	Class participation	10%
(3)	Quizzes (Best 3 out of 4)	25%
(4)	Case Study Presentations	15%
(5)	Final Report	<u>25%</u>
		100%

**Grading Scale:** The grading scale for the course is shown below.

Grade Point:	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Score (%):	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

(Continued)

#### D. Course Policies & UCLA Policies

**Message about Academic Integrity to ENV HLT students from Brian Cole, DrPH:** Many of the assignments for this course involve group work. The Case Study Presentation, Homework Assignments #3 and #4 and the Final Project are all group projects. You are expected to participate in group meetings, equitably share responsibility for completing group work, and complete assigned tasks in a timely fashion.

Concerns about fair and constructive participation in group work should be addressed to the instructor as early as possible. Homework Assignments #1 and #2 may be discussed and researched as a group, but each individual will submit their own individually completed assignment. In addition, all quizzes must be performed individually and are closed book. All work, both group and individual, must be original and IN YOUR OWN WORDS AND PROPERLY CITED where appropriate. You are expected to read and follow the UCLA Student Conduct Code (<http://www.deanofstudents.ucla.edu/Student-Conduct>) and the guidelines from the Registrar's office on avoiding plagiarism (see <http://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies/Class-Policies/Plagiarism-and-Student-Copyright>).

If you are not sure whether a particular action is in violation of UCLA's standards of academic integrity or constitutes plagiarism, please contact the instructor and err on the side of caution. Ignorance of the University's policies is not a legitimate excuse for violating them. All violations of these policies will be referred immediately to the Dean of Students for review and disciplinary action.

**Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:** UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else's data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else

(Continued)

- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)
- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don't take chances**,— ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

#### **Alternatives to Academic Dishonesty**

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students' Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu).

(Continued)

**E. Course Outline**

**Please note that this syllabus is subject to change. Please check course website for updates**

Class meets 1:00-2:50 pm Tues, Thurs.

Lectures are in 33-105 CHS

<b>Date</b>	<b>Lecture Topic/Case Study</b>	<b>Required Reading (Read before class)</b>	<b>Recommended Reading</b>	<b>Homework Due (Must be submitted via CCLE before the beginning of class on the date due)</b>
<b>Tues, Jan. 9</b>	<i>Introduction to Environmental Health Sciences; Overview of Course Format and Learning Objectives</i> Case Study: Leaded gasoline	Friis: Chapter 1 Nriagu, 1990	Conant and Fadem: Appendix A	
<b>Thurs, Jan 11</b>	<i>Environmental Toxicology</i> Case study: Minamata  <i>Professional Development Mini Workshop: "Principles of Teamwork and Inter-disciplinary collaboration"</i>	Friis: Chapters 3,6 Ekino et al, 2007	Conant and Fadem: Chapters 16 & 20	
<b>Tues, Jan. 16</b>	<i>Agents of Environmental Disease: Ionizing and Nonionizing Radiation</i> Case Study: Clean-up of the Hanford Nuclear Weapons Facility	Friis: Chapter 8 Gephart, 2010	Conant and Fadem: Chapters 12 & 13	
<b>Thurs, Jan. 18</b>	<i>Noise and Health</i> Case Study: California High Speed Rail  <i>Professional Development Mini Workshop: "Inter-organizational Collaboration, Leadership, and Management"</i>	Basner et al, 2014		Homework Assignment 1: Selection of Community/Site for Environmental Health Action Plan and Initial Survey of Site

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

Date	Lecture Topic/Case Study	Required Reading (Read before class)	Recommended Reading	Homework Due (Must be submitted via CCLE before the beginning of class on the date due)
<b>Tues, Jan. 23</b>	<i>Agents of Environmental Disease: Zoonotic and Vector-Borne Diseases</i> Case Study 1: Schistosomiasis Case Study 2: Zika	Friis: Chapter 5	Conant and Fadem: Chapter 8	
<b>Thurs, Jan. 25</b>	<b>Quiz 1</b> <i>Environmental Epidemiology</i> Case Study: Health effects of near-roadway air pollution Case Study: Patterns of Coccidioidomycosis (Valley Fever) in California's San Joaquin Valley	Friis: Chapter 2	Conant and Fadem: Chapters 1, 2 and 4	
<b>Tues, Jan. 30</b>	<i>Applications of Environmental Health: Air Emissions and Ambient Air Quality</i> Case Study: History of Air Quality Management Innovation in Southern California Case Study: Clean Air Policies in Beijing	Friis: Chapter 10		Homework Assignment 2: Listing Environmental Problems in Your Community and Collecting Data and Information
<b>Thurs, Feb. 1</b>	<i>Air Quality and Health</i> Case Study: Indoor Air Quality & Cookstoves	Friis: Chapter 10;		
<b>Tues, Feb. 6</b>	<i>Water Quality and Health</i> Case Study 1: Arsenic in Tube Wells in Bangladesh; Case Study 2: Lead in Water in Flint, Michigan Case Study 3: 2016 Formosa Marine Spill (Vietnam)	Friis: Chapter 9	Conant and Fadem: Chapters 5 & 9	

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

Date	Lecture Topic/Case Study	Required Reading (Read before class)	Recommended Reading	Homework Due (Must be submitted via CCLE before the beginning of class on the date due)
<b>Thurs, Feb. 8</b>	<i>Water Resources and Health</i> Case Study 1: Access to clean water in post-Maria Puerto Rico Case Study 2: Water resource impacts of tar sand mining in Canada Case Study 3: Groundwater in California's San Joaquin Valley	Sokolow, Cole & Godwin, 2016	Conant and Fadem: Chapters 6 and 9	
<b>Tues, Feb. 13</b>	<b>Quiz 2</b> <i>Municipal Solid Waste</i> Case Study: Long Beach SERRF (Joyce Thung) Case Study: Urban waste disposal in Mumbai (may select a city in another developing country (e.g. Manila, Lagos)	Friis: Chapter 12	Conant and Fadem: Chapters 7, 18 & 19	
<b>Thurs, Feb. 15</b>	Hazardous Waste Management Case Study: Hong Kong and the global e-waste crisis	Mazur, 2002		<i>Homework Assignment 3: Op-Ed</i>
<b>Tues, Feb. 20</b>	Environmental Policy and Regulation Case Study: Regulation of powerplant mercury emissions	Friis: Chapter 4 NRDC, 2013	Conant and Fadem: Chapter 3, 9, 10, 11 and Appendix B	

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

Date	Lecture Topic/Case Study	Required Reading (Read before class)	Recommended Reading	Homework Due (Must be submitted via CCLE before the beginning of class on the date due)
<b>Thurs, Feb 22</b>	<i>Struggles for Environmental Justice</i> Case Study 1: What carbon cap and trade means for environmental justice Case Study 2: Environmental and health impacts of gold mining in Guatemala Case Study 3: Environmental and health impacts of palm oil plantations in Indonesia Case Study 4: Community organizing in response to the coal-fired powerplant in Mariveles, Philippines	Corburn, 2017 Cushing et al. 2015. Lewis, Hoover & MacKenzie, 2017	Conant and Fadem: Chapters 4,21,22	<i>Homework Assignment 4: Establishing Priorities for Environmental Action</i>
<b>Tues, Feb 27</b>	<b>Quiz 3</b> <i>Agents of Environmental Disease: Pesticides and Other Organic Chemicals</i> Case Study: Fighting to End Use of Methyl Iodide in California	Friis: Chapter 7	Conant and Fadem: Chapter 14	
<b>Thurs, Mar 1</b>	<i>Climate change and Health</i> Case Study: Climate change and health: Prospects for Bangladesh	Smith et al, 2014		<i>Homework Assignment 5: Establishing Environmental Health Goals and Potential Strategies for Action</i>
<b>Tues, Mar. 6</b>	<i>Applications of Environmental Health: Food Safety &amp; Food Security</i> Case Study: Agroforestry non-profits and interventions in Western and Central Africa	Friis: Chapter 11	Conant and Fadem: Chapters 8, 9 & 11	

(Continued)



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

Date	Lecture Topic/Case Study	Required Reading <i>(Read before class)</i>	Recommended Reading	Homework Due <i>(Must be submitted via CCLE before the beginning of class on the date due)</i>
<b>Thurs, Mar. 8</b>	<i>Applications of Environmental Health: Occupational Health and Injuries</i> Case Study: Work and Stress <i>Professional Development Mini Workshop: "SWOT Analysis and Other Tools for Assessing Organizational Capacity"</i>	Friis: Chapters 13 & 14		
<b>Tues, Mar. 13</b>	<i>Traffic Safety</i> Case Study: Vision Zero Los Angeles Case Study: Lessons for improving traffic safety from South Korea	Friis: Chapter 10 WHO, 2017	Conant and Fadem: Chapters 21 & 22	
<b>Thurs, Mar. 15</b>	<i>How urban built environments shape health-related behaviors and well-being</i> Case study: Promoting social interaction to prevent disability among older adults, Taketoyo, Japan Case study: New Columbia Housing Development, Portland, OR Case study: Ciclovía, Bogotá, Colombia <b>Quiz 4</b>	Blacksher & Lovasi, 2012 Cattell et al, 2008 Diez-Roux & Mair, 2010		<i>Final Reports Due, 9pm Saturday, March 18</i>
<b>THERE IS NO FINAL EXAM FOR THIS COURSE</b>				

(Continued)

### **Additional Required Readings**

Basner M, Babisch W, Davis A, Brink M, Clark C et al. Auditory and non-auditory effects of noise on health. *Lancet* 2014; 383: 1325–32.

Blacksher, E. and Lovasi, G.S., 2012. Place-focused physical activity research, human agency, and social justice in public health: taking agency seriously in studies of the built environment. *Health & place*, 18(2), pp.172-179.

Cattell V, Dines N, Gesler W, Curtis S. 2008. Mingling, observing, and lingering: Everyday public spaces and their implications for well-being and social relations. *Health & Place* 14:544-561.

Corburn, J., 2017. Urban place and health equity: critical issues and practices. *International journal of environmental research and public health*, 14(2), p.117.

Cushing, L., Faust, J., August, L.M., Cendak, R., Wieland, W. and Alexeeff, G., 2015. Racial/ethnic disparities in cumulative environmental health impacts in California: Evidence from a statewide environmental justice screening tool (calenviroscreen 1.1). *Journal Information*, 105(11).

Diez Roux, A.V. and Mair, C., 2010. Neighborhoods and health. *Annals of the New York Academy of Sciences*, 1186(1), pp.125-145.

Ekino, S., Susa, M., Ninomiya, T., Imamura, K. and Kitamura, T., 2007. Minamata disease revisited: an update on the acute and chronic manifestations of methyl mercury poisoning. *Journal of the neurological sciences*, 262(1), pp.131-144.

Gephart, R.E., 2010. A short history of waste management at the Hanford Site. *Physics and Chemistry of the Earth, Parts A/B/C*, 35(6), pp.298-306.

Lewis, J., Hoover, J. and MacKenzie, D., 2017. Mining and Environmental Health Disparities in Native American Communities. *Current Environmental Health Reports*, 4(2), pp.130-141.

Mazur, A., 2002. Looking back on love canal. *Public health reports*, 117, p.95.

NRDC, 2013. An Introduction to Federal Environmental Policy.  
<https://www.nrdc.org/sites/default/files/policy-basics-full.pdf>

Nriagu, J.O., 1990. The rise and fall of leaded gasoline. *Science of the total environment*, 92, pp.13-28.

Smith, K.R., A. Woodward, D. Campbell-Lendrum, D.D. et al., 2014: Human health: impacts, adaptation, and co-benefits. In: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Field, C.B., V.R. Barros, D.J. Dokken, K.J. et al. (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 709-754.

[http://www.ipcc.ch/publications\\_and\\_data/publications\\_and\\_data\\_reports.shtml](http://www.ipcc.ch/publications_and_data/publications_and_data_reports.shtml)

**(Continued)**



ENV HLT 100: Introduction to Environmental Health  
Term: Winter 2019  
Credits: 4

---

Sokolow, S., Godwin, H. and Cole, B.L., 2016. Impacts of urban water conservation strategies on energy, greenhouse gas emissions, and health: Southern California as a case study. *American journal of public health*, 106(5), pp.941-948.

World Health Organization (WHO), 2017. Global Status Report on Road Safety 2017. Pp. 1-40. Available at [http://www.who.int/violence\\_injury\\_prevention/road\\_safety\\_status/report/en/](http://www.who.int/violence_injury_prevention/road_safety_status/report/en/)