Course description
This course is designed to provide graduate students with an introduction and overview of the key areas of environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems while providing an opportunity to think creatively about solutions to the complex issues.

Course Objectives
Listed below are the core competencies for graduates with a Master of Public Health identified by the Association of Schools of Public Health (ASPH) that will be developed by successfully mastering the content of this course.

Environmental Health Sciences Objectives and Competencies
1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents. (Week: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14)
2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards. (Week: 1, 2, 5, 11 and 13)
3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues. (Week: 2, 3, 4, 5, 6, 7, 9 and 11)
4. Specify current environmental risk assessment methods. (Week: 1, 2, 5, 7, 10 and 11)
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety (Week: 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12)
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures (Week: 2)
7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity (Week: 3, 14)
8. Develop a testable model of environmental insult (Week: 2, 5, 6, 7, 10, 11 and 12).

Additional Competencies
1. Epidemiology and Toxicology (Week: 2, 3 and 11)
   • Explain the history and importance of epidemiology and toxicology for informing scientific, ethical, economic and political discussion of environmental health issues
2. Public Health Biology (Week: 1, 4, 5, 6, 7, 8, 10, 11 and 13)
   - Explain the role of biology in the ecological model of population-based health
   - Articulate how biological, chemical and physical agents affect human health
   - Integrate general biological and molecular concepts into public health

3. Professionalism (Week: 1, 2, 3, 8, 10, 12, 13 and 14)
   - Discuss sentinel events in the history and development of the environmental health profession and their relevance for practice in the field
   - Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice
   - Value commitment to lifelong learning and professional service including active participation in professional organizations

Additional Topics:
1. Identify food-borne pathogens and the importance of food safety. (Week: 8, 9, 11 and 13)
2. Define sustainability issues and Public Health (Week: 12 and 13)
3. Discuss the importance of Environmental Justice in Public Health. (Week: 3 and 14)

Required Textbooks:

Textbook is available at the LIU bookstore and e-book can be purchased online  
For additional material, flashcards to review key definitions and web links, please visit the website that accompanies: www.jbpub.com/essentialpublichealth/friis/.

Publication Manual of the American Psychological Association,  
Sixth Edition  
ISBN-10: 1433805618  
Publisher: American Psychological Association, 300 pages, 6th edition  
Edition: 6th

Supplemental Texts and Resources:
- Frumkin H. (2010), Environmental Health: From Global to Local, A Willey Imprint Jossey-Bass  
- LaDou J. (1997) Occupational & Environmental Medicine, Stamford, CT: Appleton & Lange  
Course LibGuides
Library resources including databases and tutorials specific for the course can be accessed at the LIU Brooklyn’s Library website (http://liu.brooklyn.libguides.com/MPH625 ). For an assistance, please visit or email our Librarian and LibGuides’ administrator, Ms. Gloria Wilson (gloria.willson@liu.edu).

Mode of Instruction
This course is being taught in face-to-face format. It will include lectures, discussions, class exercises, group presentations as well as individual writing assignments. Students are expected to attend all in-class sessions as scheduled, and to complete all online and in-class assignments within the specified time periods. Written assignments will include weekly Blackboard posts/blogs, homework and to write a peer-reviewed research paper. In addition to the textbook readings, additional reading materials, videos and podcasts will be assigned. All lectures, reading materials and assignments will be posted on Blackboard in the Content section.
Instructor’s Expectations

1. Students are expected to attend every class (make sure to sign the attendance sheet) and arrive on time. Attendance will be taken and for each class and if you are more than 15 minutes late, 2 (two) points will be deducted from your class participation score (i.e., if you are late 5 or more times, you will lose 10 points from your class participation score). Missing more than two weeks of classes will have an effect on the student’s final grade.

2. Usually there will be one long or two short breaks built into our 3 hour class meetings.

3. Actively participate in class discussions, activities, and assignments as well as online readings and projects.

4. Weekly **Homework Assignments** must be ready to be uploaded to Blackboard before the **beginning** of the class they are due (before 5:50 PM). On special occasion, if there are technical difficulties with Blackboard access, emailed submission or paper copy will be accepted. Weekly **Blackboard Discussion Board/ Blogs** must be uploaded before 9 PM on Mondays.

5. **Writing on Blackboard.**
   When creating or responding to a discussion board posting, please compose your response in professional and formal English using Microsoft Word. Always save your work locally on your computer and then copy and paste the text to Blackboard. (This is done so that you protect your work, have a backup of your writing, and can easily access it if needed.)

6. **See me, immediately, when you have questions and/or need assistance. Do not wait!**

7. **Log in to our course in Blackboard** at least once a day. **Check your LIU email account** at least once a day. Instructor will send emails and announcements only to MyLIU addresses. Please contact the Center for Student Information with any email questions: 718-488-3313, LLC 301 or email: csi@liu.edu.

8. Emails should be written in a professional manner. Each email subject should include the course and the section number and the student’s full name. Emails should also be spell checked and written in complete sentences. If you do not receive a reply within 48 hours, assume the instructor did not receive the email and, please, resend it.

9. **Withdrawing from a course.** Students themselves must initiate formal withdrawal procedures. Failure to do so can result in loss of possible refunds or inaccurate records of academic performance (or both). Students may withdraw from one or all courses if they apply officially through the Office of the Registrar, notify the instructor, and obtain the written permission of the Associate Dean.

10. Grades for this course are based on the quality of the content and the writing. If you need assistance with your writing, it is your responsibility to seek assistance from the Writing Center. It is located in the Humanities Building -- 218C. Telephone: 718-488-1095. Summer Hours: Mon-Thu 9-5pm. They can schedule a Phone Session and work with you over the phone (w/computer).
Technical Requirements
Success in this course requires considerable personal commitment, self-discipline and internal motivation, as well as regular access to a fully equipped and functioning computer with high-speed Internet access. It is assumed you have Microsoft Word on your computer; campus computer labs are also available. If you know now that any of these issues may pose a problem for you, please see me immediately.

Use of Blackboard
We will be using a Blackboard based website that has been designed just for this course; it houses the course syllabus, class presentations, homework and other assignments’ instructions, web links and mail, among other functions. You can get to our LIU Blackboard site directly by typing https://blackboard.liu.edu/.

After logging in to LIU Blackboard with your username and password, you will see a list of your current courses. Click on the “courses” tab and then click on our course. If you do not have access to this course’s site by September 11th, it is your responsibility to notify the instructor via email.

If you need to review how to use Blackboard, please view the resources here: http://csi.liu.edu/Blackboard/Students.aspx. If you’ll have any difficulty using Blackboard or in fulfilling course requirements for any reason, I expect you to contact me immediately.

Read the Handbook

Students with Disabilities
By the beginning of the second week of the semester, any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs and to obtain a letter from the office documenting the need for any specific accommodation(s). Students with documented disabilities and needing accommodations are advised to contact the Office of Special Educational Services (Pharmacy Building, Rooms B-03 and B-04; 718-488-1044), to coordinate reasonable accommodations

Cell Phones and Computers
Use of and reference to cell phones or other electronic interpersonal communication media is not permitted in the classroom during class hours. Breaks are provided to permit you to contact family, friends, etc., as needed. Laptops and tablets can only be used to take the notes. Web searching (unless requested by the teacher is not permitted).

PLEASE NOTE: You are urged to turn off/ mute your cell phones before entering the classroom and to keep them off in the classroom. You are expected to remain in the classroom and not take or make calls until break times. If you do not comply with this policy, you will be dismissed immediately from the class session, be marked absent for that class, and lose points off the final course grade for each infraction of this policy.
Academic Integrity
The faculty of the School of Health Professions has adopted the LIU, Brooklyn Campus Faculty Senate definitions of both academic integrity and the various forms that academic dishonesty can take, for example, plagiarism and cheating. As stated in the definitions, “academic integrity is the practice of honesty and openness in scholarly, creative, and communal endeavors.” For a fuller description of academic integrity and related issues, please refer to the MPH Handbook.

Course Assignments:

- **Weekly Reading Assignments**
  Each week, besides the textbook readings, there will be a multiple files (articles, research publications, podcasts and videos) posted in the Reading Assignments’ folder. All materials will be related to the current or the upcoming lecture and may be a part of the Homework or the class discussion. Detailed information will be posted on the Blackboard.

- **Weekly Homework Assignment: (10 x 1.5%) = 15% or 150 pts**
  There will be ten (10) Homework Assignments posted after the lecture, in the corresponding week’s Homework Assignment folder. Answers should be typed, in the student’s own words, and submitted on Blackboard before the beginning of the next class (on Tuesday, 5:50 PM). Detailed information will be posted in each assignment.
  *There will be a 5% deduction for late submission and late work will only be accepted up to a month after the deadline.*

- **Weekly Discussion Board/ Blog: (10 x 1%) = 10% or 100 pts**
  Each week all students will be posting their writing and comments (min half page long) about the current Environmental Health topic/event in the US or the World. Journal entries will be graded as 1% each (total 10%). Each week during the classroom discussion, one or more students will share their information and comments.

- **Class Exercises and Participation 10% or 100 pts**
  Students are expected to participate actively in class. Each class session will have an information sharing and discussion segment. Students will report and discuss information related to class topics and obtained from assigned websites during the previous week.
  In addition, there will be Class Exercises based on assigned readings or currently discussed material. During the Class Exercise, students will most often collaborate in groups on provided topics.

- **Comparative Analysis of Three Peer-Reviewed Articles 15% or 150pts**
  o Topic and Research Publications 2% or 20pts
  o Annotated Outline and Bibliography 3% or 30 pts
  o Paper 10% or 100 pts
  Topics for the research paper will be posted on Blackboard in “Research Paper” folder.
  You must read minimum five environmental health research articles from different peer-reviewed journals about one specific environmental health problem/threat (i.e., Journal of the American Medical Association, New England Journal of Medicine, American Journal of Public Health, and Environmental Health Perspectives) and choose minimum three articles to write about. Focus on
original research work. Maximum one research comparison paper can be used. Be sure, you have read full scholarly papers and not just the abstracts. News articles, press releases, and consumer information such as “WebMD” or Wikipedia are not appropriate. The articles must be published after January 2010.

**Deadlines for upload:**
1. October 26th, 9PM: Topic and three (3) full research articles (in PDF format)
2. November 9th, 9PM: Annotated Bibliography and reference materials
3. November 23rd, 9PM: Research Paper
*There will be a 5% grade reduction for any late submission.

In 5.5-7 pages (minimum 1,500 words), double spaced, Times New Roman size 12 font paper (in APA style) try to answer to the following questions:
1. What health problem does the article discuss?
2. What issue (i.e. polluted lake water, air or soil) does the article say is related to the health problem?
3. What is the evidence provided on the source of the problem or deficiencies in the community (e.g. was a study conducted, did people get ill and seek medical attention, or was the evidence just anecdotal meaning people ‘thought’ there was a problem but no factual evidence existed)?
4. What population or groups of people (i.e. children or the elderly) are at greatest risk in this community?
5. What are the strengths and weaknesses of the study?
6. What future research should be conducted to address the areas of weakness cited above?

Develop your opinions based on knowledge gained from your readings, use complete sentences and provide enough information to clearly communicate what the article is about. Grammar and spelling count, so proofread your work. Please remember that we are looking for a problem which is reportedly impacting human health or which has the potential to do so. When answering the questions keep in mind that you are required to analyze the situation laid out in the article and respond in your own words.

Electronic version (in Word) has to be uploaded to a Blackboard through the SafeAssign. More details will be provided in the class and posted on Blackboard.

- **Group Debate Presentation 10% or 100 pts**
Each group must prepare a 10-15 minute (5 min per student) Power Point presentation and deliver it in the class with the understanding that the class is the **Hearing Panel (time limit is to be strictly enforced)**. Students are representing either government or community-based organization, group worried about a particular environmental health issue or institution/business promoting it’s business. Each student will give a testimony in the front of the classmates who are representing the coalition of residents who will be voting for or against the project. The goal of the hearing is to have the presenting group’s issue to be chosen as one of three environmental projects or issues in the community.

At the end, all of the Hearing Panelists (the class) will vote on the most compelling environmental health issue and be able to justify their votes. Later, the presentation will be posted on Blackboard and all students will be able to access it.
All PowerPoint presentations should include slides that are brief, to the point, and easy to read at a glance (bulleted key points; no sentences) with appropriate/relevant headings and graphics. More information with project expectations and rubric will be provided on Blackboard.

- **Midterm Exam 20% or 200 pts**
  Midterm exam will be given on **October 13, 2015**.

- **Final Exam 20% or 20 pts**
  A final exam will be given on the last day of class on **December 8, 2015**. Final grades will be posted on Blackboard within one week.

Completion of all examinations is required of every student unless announced otherwise by the instructor. Only true emergencies shall constitute excused absences and will require verification by a physician, police, or clergy note. Upon evaluation of each situation, a make-up examination may be scheduled at the convenience of the instructor.

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<tr>
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<tr>
<td>Discussion Board/ Blog</td>
<td>10%</td>
<td>100 pts</td>
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<tr>
<td>Class Exercises and Participation</td>
<td>10%</td>
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<tr>
<td>Group Debate Presentation</td>
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<td>Research Paper</td>
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<tr>
<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
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<td>1,000 pts</td>
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- **Course hours and grading scale**

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<tr>
<th>Breakdown of Course Hours:</th>
<th>MPH Grading Scale</th>
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<tr>
<td>3 hours/week lecture x 14 weeks</td>
<td>93 - 100% A</td>
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<tr>
<td>3 hours online lecture materials</td>
<td>90 - 92 A-</td>
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<tr>
<td>Homework Assignments</td>
<td>86 - 89 B+</td>
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<tr>
<td>DB/ Blog Writing</td>
<td>83 - 85 B</td>
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<tr>
<td>Research Paper</td>
<td>80 - 82 B-</td>
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<tr>
<td>Preparation for Oral Presentation</td>
<td>76 - 79 C+</td>
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<tr>
<td>Readings</td>
<td>73 - 75 C</td>
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<td>Below 73 F</td>
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<td>Total</td>
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| Week 1 9/08       | 1. Introduction  
|                   |   • Syllabus and course structure  
|                   |   • Ice-Breaking  
|                   | 2. **Environment Health**- Introduction  
|                   |   • Definition of environmental health  
|                   |   • Association between population growth and dissemination of environmental pollutants  
|                   |   • Current environmental health issues.  
|                   | 3. **Toxic Home**  
|                   |   • Assessing indoor pollutants  
|                   |   • Possible exposures to harmful chemicals inside and outside of homes  
|                   | 1. **Blackboard Tutorials**  
|                   | 2. **Reading Assignment 1**  
|                   |   (see the Blackboard’s Reading Assignments folder). Read posted articles and/or research publications. Be ready to discuss them during the next class or if needed, use them in your assignments  
|                   | 3. **DB/ Blog 1**  
|                   |   (due Monday, 9/14, 9 PM). For instructions, see Web Assignment folder on Blackboard.  
|                   | 4. **Homework Assignment 1**  
|                   |   (due on Tuesday, 9/15, 5:50 PM). See the Homework Assignments folder.  
| Week 2 9/15       | 1. **How to search for the research publications?** MPH 625 LibGuide and APA.Style resources- Presentation by the LIU Librarian.  
|                   | 2. **Class Exercise 1: Healthy People 2020**  
|                   | 3. **Environmental Epidemiology**  
|                   |   • Major historical events in environmental epidemiology  
|                   |   • Describe methods used in epidemiology to assess environmental exposures and hazards  
|                   | 4. **Environmental Toxicology**  
|                   |   • Describe methods for human exposure assessment and procedures for **Risk Assessment**  
|                   |   • Learn terminology used in the field of toxicology  
|                   |   • History of Occupational Health  
|                   | 1. **Reading Assignment 2**  
|                   |   (see the Blackboard)  
|                   | 2. **DB/ Blog 2**  
|                   |   (due 9/21, 9 PM)  
|                   | 3. **Homework Assignment 2**  
|                   |   (due 9/22, 5:50 PM)  
| Week 3 9/22       | 1. **Environmental Policy**  
|                   |   • Major environmental events which lead to policy changes  
|                   |   • Main laws and agencies  
|                   |   • History of Environmental Justice  
|                   | 2. **Zoonotic and Vector Borne Diseases**  
|                   |   • Examples of diseases and their transmission  
|                   |   • Discussion about recent outbreaks  
|                   |   • Methods of prevention and international collaboration  
|                   | 1. **Reading Assignment 3**  
|                   |   (see the Blackboard)  
|                   | 2. **DB/ Blog 3**  
|                   |   (due 9/28, 9 PM)  
|                   | 3. **Homework Assignment 3**  
<p>|                   |   (due 9/29, 5:50 PM)  |</p>
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<tr>
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<th>ASSIGNMENTS / (DUE DATES)</th>
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| Week 4 9/29 Chapter 5, 6 | **1. Emerging Zoonotic and Vector Borne Diseases**  
- Discussion about recent outbreaks  
- Methods of prevention and international collaboration  
**2. Heavy Metals**  
- Health effects of heavy metal poisoning  
- Children and lead poisoning  
- Assessment and prevention of lead poisoning  
**3. Film Plague City: SARS in Toronto** | **1. Reading Assignment 4**  
(see the Blackboard)  
**2. DB/ Blog 4**  
(due 10/05, 9 PM)  
**3. Homework Assignment 4**  
(due 10/06, 5:50 PM) |
| Week 5 10/06 Chapter 7 | **1. Class Exercise 2**  
**2. Pesticides and Endocrine Disruptors**  
- Types of pesticides and health effects  
- Health effects of pesticides  
- PCBs  
- Dioxins | **1. Reading Assignment 5**  
(see the Blackboard)  
**2. DB/ Blog 5**  
(due 12, 9 p.m.)  
**3. Homework Assignment 5**  
(due 3/13, 5:50PM) |
| Week 6 10/13 Chapter 8 | **Midterm Exam**  
**1. Ionizing and Non-Ionizing Radiation**  
- Natural and man-made sources  
- History of nuclear accidents  
- Health effects of radiation  
- Radon | **1. Reading Assignment 6**  
(see the Blackboard)  
**2. DB/ Blog 6**  
(due 10/19, 9PM)  
**3. Homework Assignment 6**  
(due 10/20, 5:50 PM) |
| Week 7 10/20 Chapter 10 | **1. Class Exercise 3**  
**2. Air Quality and Pollutants**  
- Sources of air pollution  
- National Ambient Air Quality Standards  
- Assessing the air pollution in the neighborhood  
- Epidemiological studies of air pollution and health effects | **1. *Topic and Research Publications***  
(due Monday, 10/26 at 9PM)  
Choose topic for the final paper and find minimum three research or peer-reviewed articles. Post the topic and files (in .pdf) for approval.  
**2. Reading Assignment 7**  
(see Blackboard) |
| Week 8 10/27 Chapter 11 | **1. Group Debate Presentations- all groups**  
**2. Discussions**  
**3. Food Safety:**  
- Examples of foodborne diseases  
- Food outbreaks | **1. Reading Assignment 8**  
(see Blackboard)  
**2. DB/ Blog 7**  
(due 11/02, 9 PM)  
**3. Homework Assignment 7**  
(due 11/03, 5:50 PM ) |
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| **Week 9** 11/03  | 1. NYC Department of Health and Mental Hygiene’s Restaurant Inspections Program  
2. Film “The River of Waste” | 1. **Bibliography**  
(due Monday, 11/09 at 9PM)  
2. **Reading Assignment 9**  
(see Blackboard)  
3. **Homework Assignment 8**  
(due 11/10 at 5:50 PM) |
| Chapter 11       |                                 |                           |
| **Week 10** 11/10| 1. **Class Exercise 4**  
2. **Water cycle**  
- From sanitation to drinking water  
- NYC Water System- From distribution to regulatory policies  
- Water borne diseases | 1. **Reading Assignment 10**  
(see Blackboard)  
2. **DB/ Blog 8**  
(due 11/16 at 9PM)  
3. **Homework Assignment 9**  
(due 11/17 at 5:50 PM) |
| Chapter 9        |                                 |                           |
| **Week 11** 11/17| 1. **Industrial Hygiene**  
- Triangle Shirtwaist Factory fire  
- Major Occupational hazards and routes of exposure  
- Occupational diseases  
- Major accidents in the U.S. and World  
2. **Accidental Injuries and Deaths** | 1. **Reading Assignment 11**  
(see Blackboard)  
1. **Research paper**  
(due Monday, 11/23 at 9PM) |
| Chapter 13, 14   |                                 |                           |
| **Week 12** 11/24| 1. **Class Exercise 5 and discussion**  
2. **Solid Waste**  
3. **Sustainability and Public Health**  
- Green buildings, LEED  
4. **Sustainable methods** | 2. **Reading Assignment 12**  
(see Blackboard)  
2. **DB/ Blog 9**  
(due 12/01 at 5:50 PM)  
3. **Homework Assignment 10**  
(due 12/01 at 5:50 PM) |
| Chapter 12       |                                 |                           |
| **Week 13** 12/01| 1. **Global Environmental Issues**  
- Global climate change  
- Emerging Environmental Health Issues  
(emerging diseases, hazardous waste, uneven population growth, environmental refugees) | 1. **Reading Assignment 13**  
(see Blackboard)  
2. **DB/ Blog 10**  
(due 12/07 at 9PM) |
| Chapter 13       | 2. **Environmental Justice**     |                           |
| Chapter 4        | 2. **Final Exam**                |                           |

*This schedule may change depends on the class needs. In that case, the updated version will be posted on Blackboard.*
**Summary- Class Schedule MPH 625- Spring 2015**

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<th>TOPICS / ACTIVITIES</th>
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