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## SYLLABUS 2013 Environmental Hazards and Human Health

This syllabus is "dynamic", it will change throughout the term. Though the basic structure of the course (e.g., weighting of evaluation components) will not change, topics and readings may need adjusting along the way. Please return to this section for important updates.

2 lecture hours, 1 tutorial hour, half course, Fall term

### Prerequisite

none, but both Geog 3250 and Geog 2152 are assets

### News

#### Jan. 1/13

Welcome - The class is not yet full. If you are not enrolled you are still more than welcome to come to the first class to determine if the class indeed fits your needs.

No Tutorial in week 1 - they will start in week 2. See the schedule below.

Owl Sakai - Owl will be used to post grades and readings. For news come here. That is, I will use *this* news section (the one you are looking at now, right here) to post important information. So come back to this page often.

### Description

#### Calendar Description

This is a survey course regarding the links between human health to environmental hazard exposure. Issues will include the health impacts of water pollution, air pollution, solid and hazardous waste, toxic substances, pesticides, and radiation. The limitations of models and methods will be discussed.

#### Format

This course consists of two lecture hours per week and one tutorial hour per week. The lecture hours will consist of a mixture of lectures and discussion. Some lecture class time may even be devoted to tutorial-style discussion. The tutorial will involve discussion of selected readings, these readings may be unique to the tutorial (see tutorial schedule) or may also be associated with the lectures (see lecture schedule). Though students are responsible for completing readings prior to each lecture *and* tutorial, this is especially true for the latter since this is where most of the participation marks will be awarded. The format of the tutorials is described above the tutorial schedule.

### Contact Information

Instructor/TA	Room	Email	Office Hour
Jamie Baxter	SSC 1407	<a href="mailto:jamie.baxter@uwo.ca">jamie.baxter@uwo.ca</a>	Wed. 3-4pm
Josh Tobias	SSC...	<a href="mailto:jtobias@uwo.ca">jtobias@uwo.ca</a>	TBA
Emmanuel Songsore	SSC 1424	<a href="mailto:esongsor@uwo.ca">esongsor@uwo.ca</a>	TBA

### Timetable and Turnitin Information

Once logged in to Turnitin copy the id and pass from the table below (for YOUR TA) to the appropriate fields at the Turnitin website. The user id does *not* get copied when you click the link. If you are not registered with Turnitin, you will have to do that first. Click either Turnitin ID link below to get started.

Lect/Tut	Day	Duration	Start Time	End Time	Room	Instructor/TA	Turnitin ID	Turnitin Pass
Lecture	Wednesday	2hrs	13:30	15:30	SSC-3024	Jamie Baxter	N/A	N/A
Tutorial 1	Thursday	1hr	10:30	11:30	SSC-3018	Josh Tobias	<a href="#">5949036</a>	moeller
Tutorial 2	Thursday	1hr	11:30	12:30	SSC-3018	Emmanuel Songsore	<a href="#">5949001</a>	moeller

### Evaluation

Component	Weight
Participation (tutorial <i>and</i> lecture)	10%
Assignments (two)	35%
Midterm Exam	20%
Final Exam	35%

You must complete all course components to pass the course.

No electronic devices - e.g., phones, calculators are allowed at the midterm or exam.

### Midterm

**Weight:** 20%

**Duration:** 1.5 hours

**Date:** Feb. 27

**Location:** SSC-3024

**Possible Format:** mixed, all answers on exam paper.

- i. Multiple choice and true/false - 20  
MC usually 1 of 5 choices (a - e)  
NOT scantron, circle on exam paper

no "correction factor" (i.e., NO subtraction of incorrect answers from correct answers)

- ii. Definitions
- iii. Short Answer

**Material Covered:**

All lectures and readings up until the end of the class immediately prior to the midterm date. The focus will be on lectures, but the readings typically overlap the lectures considerably. Generally speaking you do not have to know specifics like who said what in what year for the multiple choice, but it could not hurt to know some of the more important figures mentioned in class to round out your definitions and short answer.

**Final Exam**

**Weight:** 35%

**Duration:** 3 hours

**Date:** TBA

**Location:** TBA

**Format:** mixed, all answers on exam paper. (100 marks)

- i. Multiple choice and true/false - (15 marks)
  - MC usually 1 of 5 choices (a - e)
  - NOT scantron, circle on exam paper
  - no "correction factor" (i.e., NO subtraction of incorrect answers from correct answers)
  
- ii. Definitions (25 marks)
  - 5 marks ea.
  - choice - you will choose 5 from at least 7
  - identify what the thing is, why it is important, how it relates to other things in environment and health research and provide an example(s)
  - I have been told by students that I, "expect a lot in a definition". I agree.
  - only those definitions that include an example will receive full marks
  - space - use only the space provided - approximately 1/5 of a page
  
- iii. Short Answer (30 marks)
  - 10 marks ea.
  - choice - you will choose 3 from at least 5
  - address the question directly and include at least one example
  - examples- only those short answers that include at least one example will receive full marks
  - space - use only the space provided - approximately 1/3 of a page
  
- iv. Essay (30 marks)
  - choice - you will choose 1 from 2
  - address the question directly and include examples
  - space - use only the space provided - approximately 2 1/2 pages
  - outline - though there are no marks explicitly awarded for this, sketch an outline on the extra sheet of paper provided (back of last page)

**Material Covered:**

All lectures and readings since the midterm date. You are also responsible for material you might use in an essay answer. That is, the essay question will be quite general and will allow you to draw on material from the entire course. The focus will be on lectures, but the readings typically overlap the lectures considerably. Generally speaking you do not have to know specifics like who said what in what year for the multiple choice, but it could not hurt to know some of the more important figures mentioned in class to round out your definitions and short answer.

**Readings**

Course Text:

Moeller , D. (2011) *Environmental Health (Fourth Edition)* Cambridge Mass: Harvard University Press.

Other readings will be made available via the links in the schedule and/or WebCT Owl

**Lecture Schedule**

Date	Topic	Reading
Jan. 9	<a href="#">Scope of Course</a>	None
Jan. 16	<a href="#">Introduction - Key Concepts</a> <a href="#">Discussion Assignment 1</a>	<a href="#">Moeller Ch 1</a>
Jan. 23	<a href="#">Measuring Health-Environment Links: Toxicology</a> <i>Field camp week - some students will be absent</i>	Moeller Ch 2
Jan. 30	<a href="#">Measuring Health-Environment Links: Epidemiology</a>	Moeller Ch 3
Feb. 6	<a href="#">Contaminants in Air</a>	Moeller Ch 5
Feb. 13	<a href="#">Risk Assessment and Management</a> <a href="#">Assignment 1 Due</a>	None
Feb. 27	MIDTERM EXAM	None
Mar. 6	<a href="#">Built Environment and Health I</a> <a href="#">Discussion Assignment 2</a>	<a href="#">Frank et al. Chs. 1 &amp; 3</a>
Mar. 13	<a href="#">Built Environment and Health II</a>	<a href="#">Putnam (2000) Chs. 1 &amp; 20</a>
Mar. 20	<a href="#">Environmental Equity and Policy</a>	<a href="#">Cutter 1995</a>
Mar. 27	<a href="#">Environment and Health and the Media</a> <a href="#">Course instructor evaluation</a>	<a href="#">Beseley and Shanahan 2004</a>
Apr. 3	<a href="#">Video - Nature of Things - Playing with Poison (examinable)</a> <a href="#">Assignment 2 Due</a>	<a href="#">Guillette et al. (1998)</a>

## Tutorial Format Schedule

Here is the class list as student numbers divided into the two tutorials sessions (pending).

**NEW:** Each student is required to **complete the readings** and have **responses to the "think questions"** posted by the TAs on WebCt. The think questions will be posted at least a day before tutorial. All are expected to participate in the tutorial discussions. In general you will be critically appraising the readings by summarizing key themes, findings, methods, deficiencies, and directions for future research. Avoid the pitfall of too much summary, focus on critical commentary (e.g.s., What might a different method reveal? Who was studied, and would it matter if a different group was studied? What is the strength of the evidence relative to the conclusions?). You may find the following [critical appraisal form](#) helpful.

Date	Topic	Reading
Jan. 10	No Tutorial	none
Jan. 17	Introduction and ice-breaker, signup for tutorial facilitation	none
Jan. 24	Epidemiology in Contaminated Communities Case Study: Love Canal	<a href="#">Heath et al. (1984)</a> <a href="#">Bari Kolata (1980)</a> <a href="#">Holden (1980)</a>
Jan 31	Water Contamination by Pathogens Case Study: Walkerton	<a href="#">Hrudev et al. (2003)</a> , <a href="#">Parr (2005)</a>
Feb. 7	Limits to Epidemiology	<a href="#">Taubes (1995)</a> , <a href="#">Taubes (1997)</a>
Feb. 14	Work on assignment 1	none
Feb. 28	Built Environment and health (obesity): Case Studies: USA vs Canada	<a href="#">Morland and Evenson (2009)</a> <a href="#">Seliske et al. (2009)</a>
Mar. 7	Built Environment and Health (social capital) Case Studies: Wales and Ireland	<a href="#">Araya (2006)</a> <a href="#">Leyden (2003)</a>
Mar. 14	Environmental Equity Case Study: England and Wales	<a href="#">Wheeler (2004)</a>
Mar. 21	Pesticides and health Case Study: Mexico	<a href="#">Guillette et al. (1998)</a>

And now some messages from our lawyers (same as on assignments page)...

### Plagiarism

The Department of Geography has a zero tolerance policy towards plagiarism. If a student commits plagiarism, the instructor will assign a grade of zero to the assignment. A second instance of plagiarism is regarded as a scholastic offense and will be dealt with according to The University of Western Ontario policy for Scholastic offenses - [more on our policy on plagiarism via this link](#). The most common offense is failing to cite properly - if you quote directly, cite the author! You do *not* get the benefit of the doubt (you are not presumed innocent until proven guilty) when such offenses are committed. That is, the burden of proof is reversed. Can you prove "it was an accident" (this is a rhetorical question)? The following is an excerpt from the university secretariat:

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

For a full set of regulations please visit this website: <http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>"

See next...

### Turnitin.com

**Unfortunately turnitin has "caught" several offenders in my classes**, please do not be the next one - it is awkward for everyone involved. If you do original work and write and cite properly you have nothing to worry about. The university has provided this mandatory wording: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](#)"

