

# ENV H 305 A Wi 24: Environmental Poisons And Public Health

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## ENV H 305 A: Environmental Poisons and Public Health

**Quarter:** Winter 2024

**Credits & Grading:** 3 credits, graded

**Time:** Monday's and Wednesday's from 1:00-2:20 PM

**Location:** HSEB 235

**Professor:** Dr. Elaine M. Faustman (she/her)

**Office hours:** By appointment

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**Telephone:** 206-685-2269

**Email:** [faustman@uw.edu](mailto:faustman@uw.edu) (<mailto:faustman@uw.edu>)

**Professor:** Dr. Yijie Geng (he/him)

**Office hours:** By appointment

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**Email:** [yjgeng@uw.edu](mailto:yjgeng@uw.edu) (<mailto:yjgeng@u.edu>)

**TA:** Jonathan Tam (he/him)

**Office hours:** By appointment

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Dr. Elaine M. Faustman, Professor and Director of the Institute of Risk Analysis and Risk Communication, School of Public Health, University of Washington, Seattle. She is a toxicologist and public health scientist. Her research expertise is on integrative systems based scientific approaches including identifying molecular mechanisms of developmental, reproductive, and neuro toxicants, characterizing in vitro techniques for toxicology assessment, and developing biological and exposure-based dose-response

models. She supports a One Health framework for evaluating Environmental and Public Health impacts. She has over 200 peer reviewed research publications and reports.

Dr. Faustman has directed the Center for Children's Health Research and the Pacific Northwest Center for the National Children's Study and the Oceans and Human Health Center. She is an elected fellow of the American Association for the Advancement of Science and the Society for Risk Analysis. She has served on the USEPA Science Advisory Board and chaired the National Academy of Sciences Committee on Developmental Toxicology. She has also served on the National Advisory Environmental Health Sciences Council, NIEHS-NTP Board of Scientific Counselors and Committee on Alternative Toxicology Methods, National Academy of Sciences Committee on Toxicology and the Institute of Medicine Upper Reference Levels of Nutrient Subcommittee of the Food and Nutrition Board. She has served as the Secretary General for the International Union of Toxicology (IUTOX) and is past co-chair and a member of the International Science Council (ICSU) World Data Systems Advisory Board. For over 2 decades she has been involved and directed Stakeholder forums and Community Based Participatory Research for DOE, EPA and NIH. She currently serves on the ICSU CODATA Citizen Sciences Task group.



Dr. Yijie Geng is Assistant Professor in the Department of Environmental & Occupational Health Sciences at the University of Washington School of Public Health. He received his BS in biological sciences and bioengineering from Tsinghua University and his PhD in cell and developmental biology from University of Illinois at Urbana-Champaign. He completed his post-doctoral research at Harvard and University of Utah, focusing on using chemical biology and machine learning to study environmental impacts on social behavior.

Dr. Geng is broadly interested in elucidating the molecular basis of social behavior in health and diseases. In particular, a current focus of the Geng lab is to understand how environmental factors influence social behavior and its related mental illnesses such as autism spectrum disorder. His work integrates model organisms (zebrafish and rodents), chemical biology (high-throughput chemical screening) and toxicology, machine learning, genetics, neuroscience, and translational medicine, with the goal of introducing a new research paradigm into the field of environmental toxicology for mental illnesses.

## **Background**

This course will explore some of the following core concepts of EHS/Toxicology as they pertain to a particular substance/toxicant: Fate & Transport, Dose response, Effects of absorption, distribution, metabolism, and excretion on toxicity, Effects of exposure on toxicity, Individual and population susceptibility, Toxicity testing, Occupational and environmental epidemiology, Risk assessment, policy and regulatory framework. The foundation and course context will be created to learn these core concepts

within a risk-based framing of how, when, and where poisons and toxicants affect humans and animal health.

### **Course Description**

The goal of this course is to introduce undergraduate students in all majors to the various ways in which chemical hazards impact both the environment in which they are found and the humans who interact with them. Topics covered include the history of hazardous substances in the environment, how these substances move through various ecological systems, how humans are exposed to them, what adverse human health effects they may cause, what are the key factors influencing toxicity and susceptibility, and what regulatory frameworks are in place to help minimize risk. The course is designed to facilitate student-centered, active and investigative learning. In addition to formal lectures, case-based instructional strategies are used to introduce and explore the core concepts of toxicology and related environmental health disciplines and apply these concepts to real-world situations with relevance to students' lives. Through the lens of case-based modules, students learn to critically evaluate media reports about environmental hazards to human health by applying core principles from toxicology and other related environmental public health disciplines. Although this course is in-person, we will be allowing for three missed class periods per student per quarter. We will provide a link for students that will be missing the class to sign in and note their absence.

### **Course Credit:**

The course is a 3-credit course and class time will be used in a balance of didactic lectures as well as participatory exercises, presentation, and discussion.

### **Course Objectives:**

Upon completion of this course students will demonstrate the ability to:

1. Explain where certain exemplary environmental toxicants come from, how they got there, and how they move through the environment.
2. Describe the various ways in which humans are exposed to these toxicants and how they can enter the human body.
3. Identify the key factors that determine how toxic these substances are to humans.
4. Describe the adverse human health effects that can be caused by exposure to these toxicants and how experimental and epidemiological studies have been used to identify these effects.
5. Describe the basic elements of risk assessment and give examples of their application to specific environmental toxicants.
6. Critically evaluate informal and formal reports about environmental hazards to human health by applying core principles from toxicology and other related environmental public health disciplines.
7. Identify factors (including biological, social, cultural and also systemic racism) that affect the susceptibility and vulnerability of individuals as well as human populations to toxicants.

### **Course Competencies:**

Upon completion of this course students shall understand:

1. The history of hazardous substances in the environment
2. How these substances move through various ecological systems
3. How humans are exposed to them
4. What adverse human health effects they may cause
5. Key factors influencing toxicity and susceptibility
6. Regulatory frameworks in place to help minimize risk

## Grading and Assignments

### Course Breakdown:

Grade %	Assignment
	Graded Assignments:
30%	First Group Presentation
40%	Second Group Presentation
	Credit/No Credit Assignments:
15%	Milestone Responses
15%	Group Presentation Reflections

### Group Presentations:

Groups of 4 students each will research a selected toxicology subject and present a short (**10 minutes maximum**) presentation. Grades for each small group presentation will be based on a combination of instructor/TA evaluation (60%) and peer evaluation by group members for individual contribution (40%). Everyone in the group will receive the same grade unless peer evaluation feedback indicates that an individual group member deserves a lower/higher grade based on their contribution to the project.

Each of the two presentations will be on a different subtopic and may include different group members. The same topics will not be presented in the second presentation unless it takes a different focus.

The **first** group presentation must answer the following questions about their respective subject:

- **What is the toxicological problem?**
- **Why is this problem important/significant?**

The **second** group presentation must answer the following questions about their respective subject:


- **What is the hazard?**
- **How are humans exposed to this hazard? (i.e. What is the source of this toxicant?)**

- **What does the hazard do?**
- **What factors can affect how susceptible individuals and populations are to these toxicants?**
- **How can we prevent the harmful effects of this hazard?**

### **Presentation Reflections:**

On weeks with presentations, students must write a reflection discussion post by 11:59pm Sunday of that week describing aspects of one presentation they liked, and the toxicological concepts they learned from it.

### **Milestone Posts:**

Every week by 11:59pm Sunday, each student should choose a milestone ([Link to](#) )

(<https://www.asmalldoseoftoxicology.org/milestones-posters>) [page](#) )



(<https://www.asmalldoseoftoxicology.org/milestones-posters>.) from the assigned time period, write a

discussion post, and reply to one peer post. This discussion post should address: What is this


“milestone,” and why is it important for toxicology? Be prepared to share your thoughts in class (typically on Mondays).

### **Text Books/Reading Materials:**

Core Recommended Readings:

- Gilbert, S. (2020). *A small dose of toxicology: The health effects of common chemicals*. <https://www.asmalldoseoftoxicology.org/download-in-english>   
(<https://www.asmalldoseoftoxicology.org/download-in-english>) (Free online. Links to an external site.)
- Klaassen, Curtis D, & Watkins, John B. (2015). *Casarett & Doull's essentials of toxicology*(3<sup>rd</sup>). New York, N.Y.: McGraw-Hill Companies. [Link \(Free access for students through UW libraries. Links to an external site.\)](#)   
([https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71242139490001451&context=L&vid=UW&search\\_scope=course\\_reserves&tab=cr&lang=en\\_US](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71242139490001451&context=L&vid=UW&search_scope=course_reserves&tab=cr&lang=en_US))

Optional Readings:

- Richards, I., & Bourgeois, Marie. (2013). *Principles and practice of toxicology in public health*(2nd ed.). Sudbury, Mass.: Jones & Bartlett Learning. (Hard Copy available now in Health Science Library)
- Frumkin, H., Editor (2016). *Environmental health: from global to local*(3<sup>rd</sup> ed). San Francisco, CA: Jossey-Bass, A Wiley Brand. [Link \(Links to an external site.\)](#)   
([https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71248721020001451&context=L&vid=UW&search\\_scope=course\\_reserves&tab=cr&lang=en\\_US](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71248721020001451&context=L&vid=UW&search_scope=course_reserves&tab=cr&lang=en_US))

### **Zoom/Slide Posting:**

All slides will be posted, and we will use Zoom to record videos of all classes.

# **Classroom Climate**

## **Classroom Climate- 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:

- 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.
- 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.
- 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.

### **UW School of Public Health Equity Diversity and Inclusion Statement:**

Our School of Public Health is committed to addressing the root causes of health inequities and promoting healthy and safe communities in our region and beyond. As the problem of racial and ethnic disparities in health outcomes continues to persist, policymakers and the general public increasingly look to health professional schools to address these urgent and unacceptable circumstances. As one of the few schools of public health in the Northwest, it is particularly important for us to be up to this challenge.

Underlying all public health research and training activities is an acknowledgement and deeper understanding of the effects that historical, cultural, and socioeconomic factors have on the health of communities, especially those who are most underserved. Racism and race-based oppression is all too often a central driver of health disparities. We work to attract and retain students, faculty and staff from diverse backgrounds and perspectives, to build and sustain a positive climate for inclusion and community, and to engender multiple modes of approaching complex problems. We strive to create opportunities for education, research and collaboration that leverage our strengths, similarities, and differences. We challenge ourselves to view problems and evaluate solutions through an equity lens. Through each of these efforts, we aim to foster a generation of public health professionals and academicians who are poised to transform health for the better in our communities.

Our historical logo, the Soul Catcher by Marvin Oliver, symbolizes the restoration of health and wellness and reminds us to align our work with the history, traditions, and practices while respecting and supporting the agency of individuals and communities to achieve their desired health outcomes. More information about our logo can be found [here](http://sph.washington.edu/about/soulcatcher.asp)  (<http://sph.washington.edu/about/soulcatcher.asp>).

The work of equity, diversity and inclusion is the work of Public Health. We are committed to a future that is free of health inequities, that promotes the highest level of wellness that our communities aim for, and a diverse and inclusive public health workforce that embodies humility, respect, leadership and service on behalf of the diverse communities we are privileged to serve.

### **Religious Accommodations** *(required by UW)*

Washington state law requires that UW develop a policy for accommodation of student absences or

significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using [the Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) [\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

### **Access & Accommodations** *(required by SPH)*

Your experience in this class is important to us. 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 accommodation 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](https://portal.deohs.washington.edu/index.php/disability.uw.edu) [. \(https://portal.deohs.washington.edu/index.php/disability.uw.edu\)](https://portal.deohs.washington.edu/index.php/disability.uw.edu).

### **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, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 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 website.

### **Academic Integrity** *(required by SPH)*

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](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121) [. \(https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121\)](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121) (WAC 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/) [. \(https://www.washington.edu/cssc/\)](https://www.washington.edu/cssc/).

**[UW Disability Statement](http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/)** [↗](http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/) (<http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/>)

### **(Access and Accommodations):**

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs 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), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) (<mailto:uwdrs@uw.edu>) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### **Land Acknowledgment:**

Washington State is **home** [↗](https://www.washingtontribes.org/tribes-map) (<https://www.washingtontribes.org/tribes-map>) to 29 federally recognized and five unrecognized tribes. The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations. This is important for several specific reasons in the course not the least of which is that these nations develop their own recognized environmental risk assessment programs. Their framing is one which many can learn from as it in many cases will have recognition of cultural and wellbeing and temporal scales that our broader and more inclusive of environment. We will be honored to learn from these concepts in this course. The other reasons include the shared physical space both on land and sea that we experience and which impacts our populations.

### **Religious Accommodations:**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at **[Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)** (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>) [↗](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the **[Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/)** (<https://registrar.washington.edu/students/religious-accommodations-request/>) [↗](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

### **Bias Concerns:**

The Office of the Dean has a **[student concern policy](https://sph.washington.edu/students/student-concern-policy/)** [↗](https://sph.washington.edu/students/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)



<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.

**Pronouns:**

According to the UW First Year Programs, being an ally is not just about intention, it is also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone’s gender just by looking at them. We invite everyone to share their pronouns. To facilitate this in a non-zoom context and to help our colleagues learn our names, we will ask students to use name tags throughout the course.

**COVID-Related Expectations**

Per UW policy, this class will be conducted in person.

Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a “special arrangement” that will allow you to take this course remotely. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at [sphas@uw.edu](mailto:sphas@uw.edu) (<mailto:sphas@uw.edu>).

All UW students are expected to complete their vaccine attestation before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or campus policy, you are responsible for notifying your instructors as soon as possible by email. If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing [covidehc@uw.edu](mailto:covidehc@uw.edu) or calling 206-626-3344.

## Course Schedule

**Time:** Monday’s and Wednesday’s from 1:00 – 2:20 PM

**Location:** HSEB 235

Date	Module	Description	Suggested Readings
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Week 1 - 01/03/24 (Wednesday)	Historical Examples	Course Introduction	Essentials of Toxicology: Chapter 1
Week 2 - 01/08/24 (Monday)	Presentations	Description of Presentations and Student Introductions	
Week 2 - 01/10/24 (Wednesday)	Principles of Toxicology	What is Toxicology? <b>Milestone discussion - Antiquity</b>	Small Dose of Toxicology: Chapter 2 of Third Edition
<b>Week 3 - 01/15/24 (Monday)</b>	<b>No Class</b>	<b>Martin Luther King Day</b>	<b>No readings</b>
Week 3 - 01/17/24 (Wednesday)	Toxicology Cont.	Toxicology Cont. & Group Meetings/Organization	No readings
Week 4 - 01/22/24 (Monday)	Introduction to Risk Assessment	What is Risk Assessment? <b>Milestone discussion - Middle ages</b>	Essentials of Toxicology: Chapter 4
Week 4 - 01/24/24 (Wednesday)	Presentations	First Group Presentations I	No readings
Week 5 - 01/29/23	Mechanisms of Toxicity	How do poisons work? <b>Milestone discussion -</b>	Essentials of Toxicology: Chapter 3

(Monday)

**Renaissance**

Week 5 -

First Group Presentations II

01/31/24

Presentations

No readings

(Wednesday)

Week 6 -

How do toxicants get in and circulate through the body? How are they changed? Where are they eliminated? How to Game the system.

02/05/24

Kinetics and Dynamics of Toxicants

Essentials of Toxicology: Chapter 5 &amp; 6

(Monday)

**Milestone discussion - 1700s to 1800s**

Week 6 -

First Group Presentations III

02/07/24

Presentations

No readings

(Wednesday)

Week 7 -

Animal and Plant Toxins

02/12/24

Examples of Neurotoxicity

**Milestone discussion - 1900s to 1960s**

Small Dose of Toxicology: Chapter 22 of Third Edition

(Monday)

Week 7 -

What are endocrine disruptors? What toxicants can cause developmental and reproductive toxicity?

02/14/24

Developmental/ Reproductive Toxicity

Small Dose of Toxicology: Chapter 20 &amp; 25 of Third Edition

(Wednesday)

Week 8 -

**President's Day**

02/19/24








**No Class****No Readings**

(Monday)

Week 8 - 02/21/24 (Wednesday)	Persistent Environmental Pollutants, Ethics	Body Burden  Ethics of Toxicology	Small Dose of Toxicology: Chapter 19 of Third Edition
Week 9 - 02/26/24 (Monday)	Pesticides	Human Health Effects <b>Milestone discussion - 1970s to 2006</b>	No readings
Week 9 - 02/28/24 (Wednesday)	Presentations	Second Group Presentations I	No readings
Week 10 - 03/04/24 (Monday)	Cancer and Genetics	Chemical Carcinogens and Genetic Toxicology <b>Milestone discussion - Post 2006</b>	Small Dose of Toxicology: Chapter 24 of Third Edition
Week 10 - 03/06/24 (Wednesday)	Presentations	Second Group Presentation II	Last day of class
Final's week 03/11/24 HSEB 235 1:00 – 2:20	Final's week Presentations & Reflections	Second Group Presentations IV	






- Note that there is no final exam however if all student groups are not able to present we will use this time for their final presentations and review.

## Course Summary:

Date	Details	Due
Mon Feb 13, 2023	 <a href="https://canvas.uw.edu/courses/1696475/assignments/8985879">Peer Evaluation HW (Only for people who presented)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985879">(<a href="https://canvas.uw.edu/courses/1696475/assignments/8985879">https://canvas.uw.edu/courses/1696475/assignments/8985879</a>)</a>	due by 11:59pm
Tue Mar 7, 2023	 <a href="https://canvas.uw.edu/courses/1696475/assignments/8985866">Week 9 - Presentation Reflection HW</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985866">(<a href="https://canvas.uw.edu/courses/1696475/assignments/8985866">https://canvas.uw.edu/courses/1696475/assignments/8985866</a>)</a>	due by 11:59pm
Tue Mar 14, 2023	 <a href="https://canvas.uw.edu/courses/1696475/assignments/8985881">Peer Evaluation HW (Only for people who presented) 2</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985881">(<a href="https://canvas.uw.edu/courses/1696475/assignments/8985881">https://canvas.uw.edu/courses/1696475/assignments/8985881</a>)</a>	due by 11:59pm
Wed Jan 3, 2024	 <a href="https://canvas.uw.edu/calendar?event_id=3472346&amp;include_contexts=course_1696475">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472346&amp;include_contexts=course_1696475">(<a href="https://canvas.uw.edu/calendar?event_id=3472346&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472346&amp;include_contexts=course_1696475</a>)</a>	1pm to 2:30pm
Mon Jan 8, 2024	 <a href="https://canvas.uw.edu/calendar?event_id=3472347&amp;include_contexts=course_1696475">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472347&amp;include_contexts=course_1696475">(<a href="https://canvas.uw.edu/calendar?event_id=3472347&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472347&amp;include_contexts=course_1696475</a>)</a>	1pm to 2:30pm
Tue Jan 9, 2024	 <a href="https://canvas.uw.edu/courses/1696475/assignments/8985875">Week 2 - Milestone Discussion HW (Antiquity)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985875">(<a href="https://canvas.uw.edu/courses/1696475/assignments/8985875">https://canvas.uw.edu/courses/1696475/assignments/8985875</a>)</a>	due by 11:59pm
Wed Jan 10, 2024	 <a href="https://canvas.uw.edu/calendar?event_id=3472348&amp;include_contexts=course_1696475">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472348&amp;include_contexts=course_1696475">(<a href="https://canvas.uw.edu/calendar?event_id=3472348&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472348&amp;include_contexts=course_1696475</a>)</a>	1pm to 2:30pm
Wed Jan 17, 2024	 <a href="https://canvas.uw.edu/calendar?event_id=3472350&amp;include_contexts=course_1696475">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472350&amp;include_contexts=course_1696475">(<a href="https://canvas.uw.edu/calendar?event_id=3472350&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472350&amp;include_contexts=course_1696475</a>)</a>	1pm to 2:30pm

Date	Details	Due
Sun Jan 21, 2024	 <a href="#">Week 4 - Milestone Discussion HW (Middle Ages)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985876">https://canvas.uw.edu/courses/1696475/assignments/8985876</a>	due by 11:59pm
Mon Jan 22, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472351&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472351&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Wed Jan 24, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472352&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472352&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Sun Jan 28, 2024	 <a href="#">Week 5 - Milestone Discussion HW (Renaissance)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985877">https://canvas.uw.edu/courses/1696475/assignments/8985877</a>	due by 11:59pm
Mon Jan 29, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472353&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472353&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Tue Jan 30, 2024	 <a href="#">Week 4 - Presentation Reflection HW</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985874">https://canvas.uw.edu/courses/1696475/assignments/8985874</a>	due by 11:59pm
Wed Jan 31, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472354&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472354&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Sun Feb 4, 2024	 <a href="#">Week 6 - Milestone Discussion HW (1700s to 1800s)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985878">https://canvas.uw.edu/courses/1696475/assignments/8985878</a>	due by 11:59pm
Mon Feb 5, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472355&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472355&amp;include_contexts=course_1696475</a>	1pm to 2:30pm

Date	Details	Due
Tue Feb 6, 2024	 <a href="#">Week 5 - Presentation Reflection HW</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985873">https://canvas.uw.edu/courses/1696475/assignments/8985873</a>	due by 11:59pm
Wed Feb 7, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472356&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472356&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Fri Feb 9, 2024	 <a href="#">Presentation 1</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985882">https://canvas.uw.edu/courses/1696475/assignments/8985882</a>	due by 11:59pm
Sun Feb 11, 2024	 <a href="#">Week 7 - Milestone Discussion HW (1900s to 1960s)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985871">https://canvas.uw.edu/courses/1696475/assignments/8985871</a>	due by 11:59pm
Mon Feb 12, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472357&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472357&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Tue Feb 13, 2024	 <a href="#">Week 6 - Presentation Reflection HW</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985872">https://canvas.uw.edu/courses/1696475/assignments/8985872</a>	due by 11:59pm
Wed Feb 14, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472358&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472358&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Wed Feb 21, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> <a href="https://canvas.uw.edu/calendar?event_id=3472360&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472360&amp;include_contexts=course_1696475</a>	1pm to 2:30pm
Sun Feb 25, 2024	 <a href="#">Week 9 - Milestone Discussion HW (1970s to 2006)</a> <a href="https://canvas.uw.edu/courses/1696475/assignments/8985870">https://canvas.uw.edu/courses/1696475/assignments/8985870</a>	due by 11:59pm
Mon Feb 26, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public</a>	1pm to 2:30pm

Date	Details	Due
	<a href="#">Health</a> ( <a href="https://canvas.uw.edu/calendar?event_id=3472361&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472361&amp;include_contexts=course_1696475</a> )	
Wed Feb 28, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> ( <a href="https://canvas.uw.edu/calendar?event_id=3472362&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472362&amp;include_contexts=course_1696475</a> )	1pm to 2:30pm
Sun Mar 3, 2024	 <a href="#">Week 10 - Milestone Discussion HW (Find Your Own - post 2006)</a> ( <a href="https://canvas.uw.edu/courses/1696475/assignments/8985869">https://canvas.uw.edu/courses/1696475/assignments/8985869</a> )	due by 11:59pm
Mon Mar 4, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> ( <a href="https://canvas.uw.edu/calendar?event_id=3472363&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472363&amp;include_contexts=course_1696475</a> )	1pm to 2:30pm
Wed Mar 6, 2024	 <a href="#">ENV H 305 A Wi 24: Environmental Poisons And Public Health</a> ( <a href="https://canvas.uw.edu/calendar?event_id=3472364&amp;include_contexts=course_1696475">https://canvas.uw.edu/calendar?event_id=3472364&amp;include_contexts=course_1696475</a> )	1pm to 2:30pm
	 <a href="#">Presentation 2</a> ( <a href="https://canvas.uw.edu/courses/1696475/assignments/8985883">https://canvas.uw.edu/courses/1696475/assignments/8985883</a> )	