

SYLLABUS **Summer B 2021**
IDH 3035 **GLOBAL ENVIRONMENTAL HEALTH AND YOU**
Honors Seminar

This is a Global Learning designated course

MEETING TIME: **Mondays and Wednesdays, 11 am -12:20 pm**

LOCATION: **GC 287B**

CREDITS: **3**

INSTRUCTOR: **BRENDA LUNA, PHD**

OFFICE HOURS: **ZOOM, BY APPOINTMENT**

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Course Description and Purpose

This course examines the relationships between human health and the environment. Students will explore the role of the natural and built environment and their impact on their health, as well as their local and global community's health. Using an interdisciplinary perspective, we will explore illnesses linked with environmental factors such as contamination. This multidisciplinary course will draw from the fields of medicine, public health (global health, behavioral health, environmental health, epidemiology, and health policy), environmental sociology, and ecology to investigate global health threats such as climate change, and pollution.

This course is designed for students of all majors.

Course Objectives

Upon completing this course, students will be able to:

1. Discuss the role of human actions in the health of ecosystems.
2. Discuss the definition of environmental health.
3. Discuss the association between population growth and dissemination of environmental pollutants.
4. Identify major sources and types of environmental agents and the role they play in health outcomes.

5. Identify and discuss the major environmental health issues facing our global environment.
6. Describe the role that environmental policy and regulation has on mitigating health risks.
7. Describe how individuals and communities respond to environmental health problems.

Grading:

Grading will be based on the University System.

Class attendance is mandatory. For every class missed after the second absence there will be a 2-point deduction. Four absences automatically bring failure of this course. Two tardiness equal one absence. If a student inexcusably leaves early a class, it will be counted as a missed class. Students are responsible for the assignments and notes missed.

Course Grades Distribution Table

Course Requirements	Total Points Available
Reflections Journal (WEEKLY REFLECTIONS)	25
Class participation/Attendance	20
Book Review 1	5
Book Review 2	10
Minute Post	10
Film Review	5
WHO Document Review	5

Course Grades Distribution Table

Course Requirements	Total Points Available
Final presentation	20
Total	100

Final grades for the course will be based on a points system using the following scale:

Letter Grade Distribution Table

Letter	Points	Letter	Points	Letter	Points
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Class Participation/Attendance (20%). Students are expected to come to class prepared and to participate fully and intelligently in the discussions. This means that they will have to critically read the material assigned. One way in which they can demonstrate your preparedness is to come to each class with 2-3 discussion questions/observations drawn from their readings. They may be called during any class session for your contributions.

Reflections Journal (25%). The intent of this assignment is to demonstrate comprehension of the course content through personal, critical analysis. You will make one journal submission per topic (week) covered in class. The journal will be collected five times during the semester. Each collection will be graded on a scale of 0–5. The journal will also be used as a portfolio to assess student outcome.

Journal submissions must contain the following:

- Summary of the presentations, activities, and in-class discussions. One entry per week.

- Connections between the assigned readings, the professors' presentations/in-class content and connections you are making to content from other courses or personal findings guided by personal inquiry/interest.

- A general format that can be used to structure your journal entry is to consider the following questions:

- How did you feel while reading the book or lectures?
- What did you learn from reviewing the materials?
- How will you apply what you have learned in the future?

If additional sources are provided other than the module resources, they should be cited and referenced in APA style.

Minute Posts (10%). The purpose of this assignment is to help you read effectively and help you digest the information in the readings. Before each Wednesday class session you will write a short discussion post. Each post will answer, in concise, well-planned sentences, the prompt provided on the discussion board for that session. A prompt might ask you to identify what was the most surprising concept from the reading or video. You will also write down what question(s) remain uppermost in your mind. Due every Wednesday before class.

Book Reviews (15%). The student will write a book review for each of our textbooks for this course. Each book review should be at least 500 words and should be a critical evaluation of the book and not a summary. The book reviews should be in APA style and address the following:

- What were the books strengths, weaknesses, etc.?
- Who is the author's intended audience?
- What did the book accomplish?
- Could you relate to any of the circumstances illustrated by the book?
- How can the book help one improve as a global citizen?

All comments should be supported using the book's text.

Film Review (5%). Students will review a film for this course. The film review should be at least 500 words and discuss three aspects of the film that they found most interesting, surprising,

and/or shocking. Describe the issue(s) in terms of the problem they present to society and provide at least two perspectives on how to solve the problem posed/presented.

WHO Document Review (5%). The student will write a document review for the WHO document: 'Healthy environments for healthier populations: Why do they matter, and what can we do?'. Each review should be at least 500 words and should be a critical evaluation of the document and not a summary. The document review should be in APA style and address the following:

- What were the documents strengths, weaknesses, etc.?
- Who is the author's intended audience?
- What did the document accomplish?
- Could you relate to any of the circumstances illustrated by the document?
- How can the document help one improve as a global citizen?

Final Presentation (20%). At the end of the semester, each student will become an expert on the topic of their choice. Students will develop a 10-minute narrated presentation. The presentation should be prepared using PowerPoint or other presentation software. Students will be able to express any personal experiences regarding the selected topic. Students will begin selecting their topics mid-semester. Presentations will be graded on the following criteria:

- **Importance (30%):** Issue addresses a major global environmental or health problem, uses data to indicate the importance of the problem.
- **Scale and impact (20%):** Describe the impact and magnitude of the selected issue globally and within certain regions.
- **Strategies (15%):** Describe strategies implemented on a large scale addressing the issue.
- **Personal Experience (15%):** Provide at least one personal experience (through either self or a testimonial from the internet) regarding the global environmental health issue.
- **Presentation Style, Originality, Content, Organization (20%)**

Topic Selection for Final Presentation

By Week 3, each student should select a topic for the final presentation. The topic must be approved in advance by the professor. The topic can be any of the following listed in class or one of your own. More than one student cannot present on the same topic unless it focuses on a specific population or region. Topics will be approved on a first-come, first-serve basis.

Guidelines for Written Work

All written assignments **MUST** be typed and must conform to the instructions of the instructor. Papers and other written must include your name, Panther ID number, course number and the name of the instructor. They must be double spaced, 1-inch margins (top, bottom, left and right) and in 12-point font, Times New Roman or Calibri and consistently adhere to the APA Formatting and Style Guide. Students are advised to carefully proofread all papers before submitting them.

PLAN YOUR SCHEDULE CAREFULLY TO FINISH YOUR ASSIGNMENTS AND SUBMIT ON TIME. Late Submission Policy: 20% will be deducted for every day an assignment is submitted late.

Course Textbooks

You are responsible for acquiring and reading the following books:

Carson, R., Darling, L., Darling, L., Houghton Mifflin Company & Riverside Press
(Cambridge, Mass.). (1962). *Silent spring*.

Seuss, ., & Random House (Firm),. (1971). *The Lorax*.

Download from WHO: <https://www.who.int/publications/i/item/WHO-CED-PHE-DO-19.01>

Healthy environments for healthier populations: Why do they matter, and what can we do?

Geneva: World Health Organization, 2019. (WHO/CED/PHE/D/19.01). License: CC BYNC-SA 3.0 IGO.

Additional shorter readings will be made available to you as links.

Course Film

You are responsible for acquiring and viewing the following film (found in FIU library, online):
Universal Studios, Inc.,. (2000). **Erin Brockovich**.

University Requirements

Academic Honesty and Plagiarism

FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

- Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
- Plagiarism – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
- Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>

FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression.

HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

<http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu.

Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Global Learning Outcomes

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- o Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

- o Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- o Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

IDH 3035: GLOBAL HEALTH, ENVIRONMENT, AND YOU

Schedule – SUMMER B 2021

Week	Topics	Canvas Assignment
1	<ul style="list-style-type: none"> • Syllabus Review • Introduction to Ecological Principles • Introduction: Environmental Impacts on Health 	<ul style="list-style-type: none"> • Introduce yourself • Minute Post 1 • Reflections Journal
2	<ul style="list-style-type: none"> • Natural Environment and Human Well-being • Industrialization effects on environment • Environmental agents 	<ul style="list-style-type: none"> • View film: Erin Brockovich • Film Review • Reflections Journal 2 • Book 1 Review: The Lorax
3	<ul style="list-style-type: none"> • Environmental factors • Environmental Diseases 	<ul style="list-style-type: none"> • Minute Post 2 • Reflections Journal 3 • Topic selection for Final Presentation
4	<ul style="list-style-type: none"> • Environmental Policy and Regulation • Built Environment 	<ul style="list-style-type: none"> • Minute Post 3 • Reflections Journal 4 • Book 2 Review: Silent Spring
5	<ul style="list-style-type: none"> • Environmental Justice • Global environmental health issues faced by developing countries 	<ul style="list-style-type: none"> • Minute Post 4 • Reflections Journal 5 • Article Review
6	<ul style="list-style-type: none"> • Global warming and climate change • Environmentalism & Sustainability 	<ul style="list-style-type: none"> • Minute Post 5 • Final Presentation PPT