

California State University, Chico  
**Department of Health and Community Services**

**ENVIRONMENTAL HEALTH**

HCSV 362-01 Fall 2009

Butte 229 TR 9:30-10:45

Professor: **Diana Flannery, PhD, MSEH** Office Hours: M 2-3 TR 12:30-2:30  
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**I. Course Description**

Environmental health is the field of science that studies how the environment effects human health and disease. This course will overview the relationship of people and nature; the impact of environmental conditions, such as water and air pollution, solid wastes, food contamination, vectors, radiation, pesticides, and toxic substances which can cause deleterious effects on people's physical, mental, and social well-being. Individual and collective consumer intervention in environmental health problems will also be addressed. Discussion is focused on how we can manipulate or control the environment to prevent human injury and illness. This course will also include a community service component. Each student will contribute a minimum of 4 hours of service in the local and campus community. Student engagement is an essential part of this course in order to have an enriching educational experience.

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**II. Texts Required**

Nadakavukaren, A. (2005, 6<sup>th</sup> Ed). Our Global Environment. Waveland Press: Prospect Heights, IL.

HCSV 362 Reading Packet: Available on Vista

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**III. Objectives**

The primary goal of this course is to provide the student with a conceptual understanding of how hazards are controlled for several key areas of concern in environmental health. Upon completion of this course, the student will be able to:

- Identify environmental factors that can negatively influence human health.
- Describe appropriate control methods for several different types of environmental hazards.
- Analyze the significance and validity of environmental health issues presented in the media and on the web.
- Develop a more informed opinion on controversial environmental health issues and proposed/enacted environmental health legislation.
- Assess the complexity of our present population-resources pollution crisis.
- Discuss how business and industry, and the government can work cooperatively to ensure a healthy environment.
- Address the impact of environmental racism.

IV. Course Outline

Day	Topic	Reading Assignment
8/25-27	Introduction to Environmental Health	Nad. 1 Vista Readings
9/1 9/3	Intro Kid Kanteen Project Impact of Population	Kathy MacKay, project designer Nad. 2-5 Vista Readings
9/8 9/10	<i>State Budget Closure Day</i> Environmental Education	Vista Readings: Speaker Brad Cooke
9/15-17 9/22	Environmental Disease	Nad. 6 Vista
<b>9/24</b>	<b>Test 1</b>	
9/29 <b>10/1</b>	Solid and Hazardous Waste <b>Meet at Compost Display Area</b>	Nad. 16 Vista <b>Group 1 &amp; 2</b> <b>Register for Conference</b>
10/6-8	Toxic Substances	Nad. 7 Vista <b>Group 3</b> <b>Group 4</b>
10/13-20 10/15	Pests and Pesticides <i>State Budget Closure Day</i>	Nad. 8 Vista
10/22	Mandated Furlough Day	
10/23, 28 10/30	Food Quality	Nad. 9 Vista <b>Group 5</b> <b>Group 6</b>
11/3 <b>11/5</b>	Landfill Tour <b>Test 2</b>	Meet at Holt Hall 8:30 – 10:45am <b>Attend Sustainability Conf 11/5-8</b>
11/10-12	Environmental Racism	RP. 52-55 <b>Sustainability Conf Paper Due</b>
11/17 11/19	The Atmosphere & Air Pollution <i>Faculty Furlough Day</i>	Nad. 11,12 Vista <b>Group 7</b>
12/1-3	Water Resources & Pollution	Nad. 14, 15 Vista <b>Group 8</b> <b>Kid Kanteen Info Flyer due</b>
12/8 12/10	Why Share? <b>Test 3</b>	<b>Bring item/service to share</b> <b>Group 9</b>

## V. Student Responsibilities:

### A. Attendance:

Attend each class prepared and ready to discuss read EACH article and chapter, contribute to class discussions, and participate in planned activities. Attendance will be recorded. For each absence over 3, your final grade will be reduced 1/3 letter grade.

### B. Group Presentation: Groups of 5 will prepare/present a 15-20 minute hands on activity for the class. Topics include: Recycling<sup>1</sup>, Hazardous Materials<sup>2</sup>, Plastics<sup>3</sup>, Dangerous Cosmetics<sup>4</sup>, Slow Food<sup>5</sup>, Food Safety<sup>6</sup>, Carbon Footprint/Energy<sup>7</sup>, Rethink Your Drink<sup>8</sup>, Greening the Holiday<sup>9</sup>

**Grades will be based on:** Team unity, content, creativity, advocacy

### C. 3rd Annual This Way to Sustainability Conference - Connecting to the North State Moderator and Conference Attendee:

Attend 4 environmental lectures at the conference (10 points each) and **moderate** one of the 4 sessions (10 points). You will be trained to serve as session moderator.

Submit a typed, one page summary of each session attended. Provide the time, location, and describe the environmental issue/event. *Recount any thoughts before, during, and after the event. Relate new insights, perceptions, and experiences. Give 3 examples of how this event relates to course content. Describe your conference moderator experience.*

**Preregistration October 1, 2009**

**Conference November 5-8, 2009**

*Please submit paper by Thursday Nov 13 after attending the event.*

### D. Kid Kanteen Info Sheet (Baby Bottle or Sippy Cup):

Create a 1 page informational flyer for the local company Klean Kanteen. The flyer should be colorful with detailed information. Promotional flyers should focus on health and safety, promotion of project, latest research ... Provide company info, helpful websites, minimum 4 full references, and sustainability practices. You will be graded on: level and depth of research, user friendly, overall appeal, advocacy, & referencing. You may work with one other person or alone.

### E. Compost Display Area and Campus Clean up (10 points): Bring work gloves

### F. Waste Facility Tour (10 points):

Attend a trip to the *Neal Road Recycling and Waste Facility*. Meet at Holt Hall at 8:30 am.

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## VI. Evaluation:

B. Group Presentation	20	A = (94-100)	C+= (78-79)
C. This Way to Sustainability Conference	50	A- = (90-93)	C = (74-77)
D. Kid Kanteen Info Sheet	30	B+= (88-89)	C- = (70-73)
E. Compost Display Area and Clean up	10	B = (84-87)	D+= (67-69)
E. Landfill Tour	10	B- = (80-83)	D = (64-66)
Test 1	50		F = (63 or less)
Test 2	100		
Test 3	50		
<b>Total</b>	<b>320</b>		

## Human Scavenger Hunt

The object is to get to know people and have some fun. You must find a person who fits the statement and have them sign their name in the blank. Use each person's name only once, including your own.

Subscribes to an environmental newsletter or magazine.	Recycles plastic, glass, aluminum, batteries, and papers.	Has participated in a community cleanup.	Camped without a bathroom.	Has written a letter in support of an environmental cause.
Composts.	Is a vegetarian.	Reuses paper and plastic bags.	Does not own a car.	Does not own a TV.
Turns off water while shaving legs or face.	Use eco-friendly cosmetics, lotion, and shampoo.	Shops at a local farmers market regularly.	Has been to S&S Produce and Chico Natural Foods.	Rides a bike at least 2 miles to work or school.
Knows his/her ecological footprint.	Hates litterbugs and picks up trash.	Owens a fuel efficient car (40-50 mpg).	Planted a vegetable garden this summer.	Works for a campus environmental org. or is an Environmental Health Major.

<b>How concerned are you about the following: Post-test</b>	<b>Great deal of concern</b>	<b>Some concern</b>	<b>Not very concerned</b>
Pollution of drinking water			
Contamination of soil and water by toxic waste			
Pollution of rivers, lakes, and reservoirs			
Air pollution			
Ocean and beach pollution			
Contamination of soil and water from nuclear facilities			
Loss of natural habitat for wildlife			
Loss of tropical rainforests			
Damage to Earth's ozone layer			
Extinction of plant and animal species			
Urban sprawl and loss of open space			
Greenhouse effect or global warming			
Environmental racism			
Recycling and waste management			
Food quality and safety			
Pesticides in food, air, water			
Migrant farmworker health and safety			
<b>How important do you feel it is for community action/involvement in the following areas?</b>	<b>Very important</b>	<b>Somewhat important</b>	<b>Not very important</b>
Community clean-ups			
Recycling			
Farmers market			
<b>How concerned are you about the following: Pre-Test</b>	<b>Great deal of concern</b>	<b>Some concern</b>	<b>Not very concerned</b>
Pollution of drinking water			
Contamination of soil and water by toxic waste			
Pollution of rivers, lakes, and reservoirs			
Air pollution			
Ocean and beach pollution			
Contamination of soil and water from nuclear facilities			
Loss of natural habitat for wildlife			
Loss of tropical rainforests			
Damage to Earth's ozone layer			
Extinction of plant and animal species			
Urban sprawl and loss of open space			
Greenhouse effect or global warming			
Environmental racism			
Recycling and waste management			
Food quality and safety			
Pesticides in food, air, water			
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