

**UEP 201**  
**Environmental Health and Policy**  
Urban and Environmental Policy Department  
Spring 2022  
Tuesday and Thursday, 3:15-4:40

Professor Bhavna Shamasunder  
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Office Hours: Wednesdays 4-5pm and Fridays 1:30-2:30pm. Office Hours will be by zoom by default or we can meet in person if you prefer by appointment (office in UEP or in the Bruce Steele/FEAST garden) (You should plan on attending office hours at least once, if not more during the semester)  
Sign up [Here](#)

**Course Overview**

This course is designed to provide students with an understanding of the environmental factors impacting human and ecological health, including consequences of natural and human-made hazards. Environmental health is a rapidly growing and interdisciplinary field that involves both science and public policy. As such, you will learn the underpinning scientific concepts that structure the environmental health field while learning to apply environmental health science to environmental and public health related policies. Over the semester, we will cover environmental epidemiology (social and biological cause of disease), toxicology (science of poisons), and exposure assessment—the building blocks of environmental health sciences. We will also consider case studies of air pollution, pesticides, consumer products, and infectious disease; the identification of environmental hazards; and the assessment of various risks (including exposure to chemicals used in toys, food, and workplaces). You will gain an understanding of environmental health analytical and scientific methods. We will also explore ways that communities and policy-makers seek to address environmental health challenges. A common thread running through the course will be an examination of how exposure to environmental and health risks vary among different population groups, in the Los Angeles area, in the United States, and around the world. We will also explore the role of science in environmental policy-making, the enforcement of regulations, and the efforts of community groups to influence public policy.

**Learning Objectives:**

By the end of this course, you should be able to:

- 1) Demonstrate knowledge in major areas of environmental health;
- 2) Understand basic scientific methods for assessing the impacts of environmental hazards on human health;
- 3) Understand and use scientific frameworks to interpret environmental health information and data;
- 4) Critically assess environmental health issues appearing in scholarly publications and the popular press;
- 5) Work with classmates from other disciplines in order to realize the importance of multidisciplinary approaches for solving environmental health problems;
- 6) Applied scientific, social and political frameworks for understanding conflicts in the realms of science, public health, environmental policy-making and regulation.

**Subscribe to Environmental Health News. This course examines scientific questions of the environment on health in context of population and community level public health and policy relevance.** <http://www.environmentalhealthnews.org/>

You should subscribe to Environmental Health News, a non-profit news organization that provides daily news digest on environmental health. You should read the headlines and pay additional attention to stories

that connect with ongoing coursework; You can use EHN as one source for finding research support; We will begin sessions by considering the news and how it connects to our coursework.

**Problem Sets:** These will be posted each Tuesday night after class and are due by the following Sunday at 10pm each week. They will reflect the week’s readings and lectures and give you an opportunity to work through important concepts. These are largely multiple choice and meant to serve as a reading guide alongside the textbook.

### Course Requirements

Assignment	Contents	Grade Points	Week Assigned	Week Due
Participation	Class preparation, engagement in class; asking questions; active listening; attendance	10%	--	--
Textbook Homework/Problem Sets	Problem Sets and Short Answer/Essay Prompts assigned on either Tuesday or Thursday	15%	As Assigned. Weekly or every other week as noted on moodle. These will start Week 2	Due each Sunday night 11:59pm via moodle.
Outside Events	“Attend” and write up two current events, talks on events, meetings, seminars, public comment, etc. There are many ongoing public events, speakers, and meetings. Sign up and attend two during the semester and post your analysis	10%	Rolling	To be completed by week 12 of the semester
Midterm	Session topics through week 5	20%	Week 6	March 3 <sup>rd</sup>
Group/Class Research Project **	Handout will be given for internal due dates for the full semester	25% (including group presentation)	Ongoing and broken into parts with a final presentation.	Final Week of Class
Final Science-Policy Brief Paper	Comprehensive	20%		TBD (as assigned by the college)

\*All problem sets will be completed via moodle and posted in hard copy, in case you hit a tech snafoo

\*\*Please follow Chicago (author-date) citation format for all bibliographies

Week 1	Situating Environmental Health
Tuesday, January 25	Nash, Linda; “Purity and Danger: Historical Reflections on the Regulation of Environmental Pollutants”; <i>Environmental History</i> ; V.13, No. 4; October 2008; pp. 651-658
Thursday, January 27	Maxwell’s Chapter 1: Environmental Hazards to Human Health
Week 2	The Science of Environmental Health: Environmental Toxicology
Tuesday, February 1	Environmental Toxicology, Maxwell (textbook), Chapter 2 (2.1 and 2.2, pg.7-24), Friis, Robert; “Environmental Toxicology”; Chapter 3; moodle

Thursday, February 3	<p>Case Studies in Toxicology: Readings posted on moodle</p> <p>News Story on Environmental Toxicology –Find a toxicology relevant news story on Environmental Health News. Come to class prepared to discuss your article.</p> <p>Miller, Gary; Tox Box Bisphenol A, PAH's, and Phthalates; pp. 126-127; 134-136, and 140-141.</p> <p>Cone, Marla; “Dozens of Words for Snow, None for Pollution”; <i>Mother Jones</i>; <a href="#">Dozens of Words for Snow, None for Pollution – Mother Jones</a></p> <p>Overview of Group Projects: Topic, Group Assignments; Expectations, Overview; Due Dates</p>
<b>Week 3</b>	<p><b>The Science of Environmental Health: Exposure Assessment &amp; Environmental Epidemiology</b></p>
Tuesday, February 8	<p>Exposure Assessment, Maxwell (textbook), Chapter 2.3 (pp. 24-29)</p> <p>Yost and Ryan; “Exposure Science, Industrial Hygiene, and Exposure Assessment”; Chapter 8 in <a href="#">Environmental Health: From Global to Local</a></p>
Thursday, February 10	<p>Epidemiology, Maxwell (textbook), Chapter 2.4</p> <p>Friis, Robert, Chapter 2; Environmental Epidemiology (chapter posted )</p>
<b>Week 4</b>	<p><b>Epidemiology continued, Environmental Risk Assessment, and Environmental Justice</b></p>
Tuesday, February 15	<p>Epidemiology Examples and Introduction to Environmental Risk Assessment</p> <p>Maxwell (textbook), 2.5-3.5</p> <p>Environmental Tobacco Smoke, A Case Study. Links to readings/worksheet posted on moodle</p> <p>Brown, Phil; “Popular Epidemiology: Community Response to Toxic-Waste Induced Disease in Woburn, Massachusetts”; <i>Science, Technology, &amp; Human Values</i>, Vol. 12, No. 3/4, Special Issue on the Technical and Ethical Aspects of Risk Communication. (Summer - Autumn, 1987), pp. 78-85.</p> <p>Film: <i>Living Downstream</i></p>
Thursday, February 17	<p><b>Environmental Justice, Vulnerable Populations, and Cumulative Burden</b></p> <p>Morello-Frosch, Rachel and Pastor, Manuel; “Environmental Justice and Vulnerable Populations”; in Frumkin, Howard; <i>Environmental Health from Global to Local</i></p> <p>Wing et al; “Integrating Epidemiology, Education, and Organizing for Environmental Justice: Community Health Effects of Industrial Hog Operations”; <i>American Journal of Public Health</i>; v98, n8; August 2008; <a href="http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2007.110486">http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2007.110486</a></p> <p>See CalEnviroScreen 4.0 on the OEHHA’s website. If your family/you grew up in California, find and look up the map for your community. Otherwise, find and map Los Angeles. What are the indicators that are included in this mapping tool? What are the ways you think it can be used for Environmental Justice? Be prepared to discuss in class.</p>
<b>Week 5</b>	<p><b>Community-Based Research and Intro to Children’s Health</b></p>

<p>Tuesday, February 22</p>	<p><b>Challenges to Regulatory and Risk Based Science and Contending with the Lay-Expert Divide: Community Based Research</b></p> <p>(Challenges to Risk Assessment); Montague, Peter; “Making Good Decisions”; <a href="#">RACHEL #470: MAKING GOOD DECISIONS (ejnet.org)</a></p> <p>Shettler, Barrett, and Raffensperger; “The Precautionary Principle: Protecting Public Health and the Environment”; <a href="http://www.healthandenvironment.org/articles/doc/540">http://www.healthandenvironment.org/articles/doc/540</a></p> <p>Balazs CL, Morello-Frosch R. The Three R's: How Community Based Participatory Research Strengthens the Rigor, Relevance and Reach of Science. <i>Environ Justice</i>. 2013 Feb;6(1):1; <a href="https://pubmed.ncbi.nlm.nih.gov/24260590/">https://pubmed.ncbi.nlm.nih.gov/24260590/</a></p>
<p>Thursday, Feb 24nd</p>	<p>Claudio, Luz; “The Impact of Poverty, Disparity, and Injustice on Children’s Environmental Health”; chapter 57, pp. 528-536 in <i>Textbook of Children’s Environmental Health</i></p> <p>Philip J. Landrigan, Children's Environmental Health: A Brief History, <i>Academic Pediatrics</i>, Volume 16, Issue 1, 2016, Pages 1-9;</p> <p>Baker, Dean; “Epidemiology—A Tool for Studying Environmental Influences on Children’s Health”; pp. 49-57; in</p> <p>Look through <i>Environmental Health News</i> on the issue of Children’s health. Identify a news story that is compelling to you, write up a short paragraph on the story, and be prepared to discuss in class.</p>
<p><b>Week 6</b></p>	<p><b>Producing Food: Pesticide Use and Midterm</b></p>
<p>Tuesday, March 1</p>	<p><b>Pesticide Use and Food Production</b></p> <p><b>Guest Speaker: Yoshira Ornelas Van Horne;</b> Postdoctoral scholar, USC Keck School of Medicine, funded by the Remsen Bird Fund.</p> <p>Maxwell (textbook), pp. 97-109</p> <p>Robsen, Mark Gregory et al; pp. 494-495; DDT, An Example of Public Health Trade Offs; Ch. 18; in ed. Howard Frumkin; <i>Environmental Health from Local to Global</i></p> <p>Friis, Chapter 7, “Pesticides and Other Organic Chemical” in <i>Essentials of Environmental Health</i>, 3<sup>rd</sup> Edition</p> <p>EPA to Block Pesticide Tied to Neurological Harm in Children; NY Times; <a href="#">Chlorpyrifos Will No Longer Be Allowed on Food Crops - The New York Times (nytimes.com)</a>; August 18, 2021</p>
<p>Thursday, March 3</p>	<p><b>MIDTERM EXAM</b></p>
<p>March 7-11</p>	<p><b>SPRING BREAK</b></p>
<p><b>Week 7</b></p>	<p><b>Producing Food Continued and Infectious Diseases</b></p>
<p>Tuesday, March 15</p>	<p>Antibiotic Resistance and Industrial Food Production</p> <p>Maxwell (textbook), pp.110-120 and 127-130 (if you want to read the full chapter, there’s other good information, but we will only be covering content from these pages in lecture/class)</p> <p>Watch <a href="https://www.pbs.org/newshour/show/industrial-farming-techniques-can-breed-superbugs">https://www.pbs.org/newshour/show/industrial-farming-techniques-can-breed-superbugs</a></p> <p>Pollan, Michael; “Our Decrepit Food Factories”; <i>New York Times Magazine</i>; December 16, 2007; <a href="http://michaelpollan.com/articles-archive/our-decrepit-food-factories/">http://michaelpollan.com/articles-archive/our-decrepit-food-factories/</a></p>

	<p>Wallinga, David; NYT Superbug Series Underscores Meat Industry Need to Act; April 8, 2019; <a href="#">NYT Superbug Series Underscores Meat Industry Need to Act   NRDC</a></p> <p>French, Hilary and Halweil, Brian; “Microbial Migrations”; <i>Orion Magazine</i>; Summer 2001; <a href="http://www.orionmagazine.org/index.php/articles/article/88">http://www.orionmagazine.org/index.php/articles/article/88</a></p>
Thursday, March 17	<p><b>Guest Speaker: HEAL Initiative</b></p> <p>Maxwell (Textbook) Chapter 4, pp. 64-84</p> <p>Farmer, Paul; “Social Inequalities and Emerging Infectious Disease”; <i>Emerging Infectious Diseases</i>; v2, n4; Oct-Dec; 1996 (Please read this article closely)</p> <p>Feingold, Beth et al; “A Niche for Infectious Disease in Environmental Health: Rethinking the Toxicological Paradigm”; <i>Environmental Health Perspectives</i>; 118(8); August 2010</p> <p>Peachman, Rachel; “When Measles Spreads from Disneyland, It’s a Small World After All”; <i>Motherlode</i>; January 21, 2015; <a href="http://parenting.blogs.nytimes.com/2015/01/21/when-measles-spreads-from-disneyland-its-a-small-world-after-all/?smid=fb-share&amp;_r=1">http://parenting.blogs.nytimes.com/2015/01/21/when-measles-spreads-from-disneyland-its-a-small-world-after-all/?smid=fb-share&amp;_r=1</a></p> <p>The COVID-19 Pandemic from a Global Environmental Health Perspective; <a href="#">The COVID-19 Pandemic from a Global Environmental Health Perspective (nih.gov)</a></p>
<b>Week 8</b>	<b>Producing Manufactured Goods</b>
Tuesday, March 22	<p>Endocrine Disruption/Plastics and Manufactured Compounds</p> <p>Maxwell (textbook), Chapter 6 pp. 139-150</p> <p><i>Endocrine Disrupting Chemicals and Implications for Health</i></p> <p>Stroustrup, Annemarie and Shanna H. Swan; “Endocrine Disruptors”; in Textbook of Children’s Environmental Health; pp. 325-332</p> <p>Altman, Rebecca; How Bad Are Plastics, Really?; <i>The Atlantic</i>; January 3, 2022; <a href="#">How Bad Are Plastics for the Environment, Really? - The Atlantic</a>. Altman always compiles a bibliography of sources, so see her <a href="#">website</a> for an example of robust research in a concise article</p> <p>Lauren Richter, Alison Cordner, and Phil Brown; “Non-stick science: Sixty years of research and (in)action on fluorinated compounds”; <i>Social Studies of Science</i>; September 20, 2018; <a href="https://journals-sagepub-com.oxy.idm.oclc.org/doi/10.1177/0306312718799960">https://journals-sagepub-com.oxy.idm.oclc.org/doi/10.1177/0306312718799960</a></p> <p>Swan, Shanna; Chapters 7, 8, and 9 in <i>Countdown: How Our Modern World Is Threatening Sperm Counts, Altering Male and Female Reproductive Development, and Imperiling the Future of the Human Race</i>; pp. 107-154 (Optional)</p>
Thursday, March 24	<p><b>Guest Speaker: Astrid Williams, Black Women for Wellness, Environmental Justice Director and the California Healthy Nail Salon Collaborative</b></p> <p>See BWW programs such as <a href="#">Behind the Chair</a></p> <p>Look through the website of the <a href="#">California Healthy Nail Salon Collaborative</a></p> <p>Zota, A and Shamasunder B; “The Environmental Injustice of Beauty: Framing chemicals exposures through beauty products as a health disparities concern”; <i>American Journal of Obstetrics and Gynecology</i>; October 2017; <a href="http://www.ajog.org/article/S0002-9378(17)30862-1/fulltext">http://www.ajog.org/article/S0002-9378(17)30862-1/fulltext</a></p>

	<p><a href="#">Cosmetic Safety for Salon Workers Legislation; BCPP</a></p> <p>“Amazon Sells Skin-Lightening Creams That Contain Dangerous Mercury Levels”; January 19, 2019; <a href="http://www.prop65news.com/amazon-sells-skin-lightening-creams-that-contain-dangerous-mercury-levels/">http://www.prop65news.com/amazon-sells-skin-lightening-creams-that-contain-dangerous-mercury-levels/</a></p> <p><a href="#">Fight Against Colorism Takes On Amazon: Beauty ‘Cannot Be One Skin Color’ - The New York Times (nytimes.com)</a>; December 5, 2019</p>
<b>Week 9</b>	<b>Heavy Metals and Air Pollution</b>
Tuesday, March 29th	<p><b>Guest Speaker: Dr. Jill Johnston, Keck School of Medicine</b></p> <p>Maxwell (textbook), Chapter 6, pg. 152-165</p> <p>Lanphear; “Lead” and Grandjean, “Mercury”; in <i>Textbook of Children’s Environmental Health</i>; pp. 262-280</p> <p>Johnston, Jill and Hricko, Andrea; “Industrial Lead Poisoning in Los Angeles: Anatomy of a Public Health Failure”; <i>Environmental Justice</i>; Volume 10, Number 5, 2017</p> <p>Descriptive Epidemiology: Three Important Causes of Morbidity in the United States; pp. 118-132 in <i>Essentials of Epidemiology in Public Health</i></p> <p>Kristof, Nicholas; “This is Your Brain on Toxins”; <i>New York Times</i>; October 16, 2016; <a href="http://www.nytimes.com/2013/10/17/opinion/kristof-this-is-your-brain-on-toxins.html">http://www.nytimes.com/2013/10/17/opinion/kristof-this-is-your-brain-on-toxins.html</a></p>
Thursday, March 31st	<p><b>Air Pollution</b></p> <p>Friis, Chapter 10 (moodle)</p> <p>Bell, Michelle and Samet, Jonathan; “Air Pollution”; Chapter 13 in ed. Frumkin <i>Environmental Health From Global to Local</i>; pp. 320-343</p> <p>Levy, Jonathan; Moving from Characterizing to Addressing Racial/Ethnic Disparities in Air Pollution Exposure; <i>Environmental Health Perspectives</i>; volume 129, no. 12; December 15, 2021</p> <p>Greenstone, Michael and Fan, Clair; Air Quality Life Index; <a href="https://aqli.epic.uchicago.edu/reports/">https://aqli.epic.uchicago.edu/reports/</a>; Read Executive Summary</p> <p>Inequity in consumption of goods and services adds to racial–ethnic disparities in air pollution exposure; <i>Proceedings of the National Academy of Sciences</i>; <b>March 11, 2019</b>; <a href="https://doi.org/10.1073/pnas.1818859116">https://doi.org/10.1073/pnas.1818859116</a></p> <p><a href="#">Diarmid Campbell-Lendrum</a> and <a href="#">Annette Prüss-Ustün</a>; Climate change, air pollution and noncommunicable diseases; Feb 1; 97(2): 160–161; <a href="#">Climate change, air pollution and noncommunicable diseases (nih.gov)</a> (Optional)</p>
<b>Week 10</b>	<b>Producing Energy: Human Health and Climate Change Impacts</b>
Tuesday, April 5th	<p>Maxwell (textbook), Chapter 7</p> <p>Guest lecturer (virtual from Rwanda): Peter Barebwanuwe, Director of Social and Community Medicine at IMB, Inshuti Mu Buzima, Partners in Health. Sponsored by the Remsen Bird Fund.</p> <p>Frumkin, Howard; “Energy and Human Health”; Chapter 14 in ed. Frumkin’s <i>Environmental Health: From Global to Local</i></p> <p>Johnston, Jill and Shamasunder, Bhavna; Urban oil wells linked to asthma and other health problems in Los Angeles; <i>The Conversation</i>; June 2, 2021</p> <p>Impacts from Nuclear: Film</p>

Thursday, April 7th	<p>Climate Impacts IPCC Report; Chapter 8; <i>Human Health</i>; <a href="https://www.ipcc.ch/pdf/assessment-report/ar4/wg2/ar4-wg2-chapter8.pdf">https://www.ipcc.ch/pdf/assessment-report/ar4/wg2/ar4-wg2-chapter8.pdf</a></p> <p>Hendrixson, Anne and Sasser J; Don't Blame Babies (or Their Mothers) for Climate Change; Ms. Magazine; 5/28/2021</p> <p>Cha, Mijin; "From the Dirty Past to the Clean Future: Addressing historic energy injustices with a just transition to a low-carbon future"; <i>Routledge Handbook of Climate Justice</i></p>
<b>Week 11</b>	Water Systems and Water Pollution
Tuesday, April 12	<p>Maxwell (textbook), Chapter 8 Municipal Waste Treatment</p>
Thursday, April 14	<p>Drinking Water Systems</p> <p>Hanna-Attisha, Mona; Pediatrician Who Exposed Flint Water Crisis Shares Her 'Story Of Resistance'; <a href="#">Dr. Mona Hanna-Attisha: Lead, Water And Resistance In Flint, Mich. : Shots - Health News : NPR</a>; 2018—<b>Read and Listen to the Story</b></p> <p>Sledge, Daniel and Mohler, George; "Eliminating Malaria in the American South: An Analysis of the Decline of Malaria in 1930s Alabama"; <i>American Journal of Public Health</i>; v103, n8; August 2013; <a href="http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2012.301065">http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2012.301065</a></p>
<b>Week 12</b>	Solid Waste, Living in the World We've Made
Tuesday, April 19	<p>Landfills, Environmental Justice Patterns Maxwell (textbook)</p> <p>Simmons, Ann; "The world's trash crisis, and why many Americans are oblivious"; <i>Los Angeles Times</i>; April 22, 2016; <a href="http://www.latimes.com/world/global-development/la-fg-global-trash-20160422-20160421-snap-htmlstory.html">http://www.latimes.com/world/global-development/la-fg-global-trash-20160422-20160421-snap-htmlstory.html</a></p>
Thursday, April 21	<p>The Built Environment</p> <p>Frumkin, Howard; "COVID-19, The Built Environment, and Health"; <a href="#">COVID-19, the Built Environment, and Health   Environmental Health Perspectives   Vol. 129, No. 7 (nih.gov)</a></p> <p>Corburn, Jason; "Confronting the Challenges in Reconnecting Urban Planning and Public Health"; <i>American Journal of Public Health</i>; April 2004; <a href="https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.94.4.541">https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.94.4.541</a></p>
<b>Week 13</b>	Current Topics in Environmental Health and Group Presentations
Tuesday, April 26	<p>Hoover, Elizabeth; <a href="#">Environmental reproductive justice: intersections in an American Indian community impacted by environmental contamination: Environmental Sociology: Vol 4, No 1 (tandfonline.com)</a></p>
Thursday, April 28	Krieger; Structural racism and health inequities in the USA: evidence and interventions
<b>Week 14</b>	Final Exam/Paper Due

### Moodle

Please see our class Moodle page for readings that will guide each day's discussion and content. You must read prior to class, as discussions, and your ability to pose questions, inform dialogue, and add in your thoughts, will be an important portion of your class participation grade.

### Textbook

Understanding Environmental Health: How We Live in the World; Third Edition by Deborah Alma Falta. The textbook is available for purchase at the Oxy bookstore, but you can also find it used at online booksellers.



## COLLEGE POLICIES

- **Credit Hour Policy.**

UEP 201 is a 4-unit course with a 0-unit lab associated with the course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time and in-lab time) on average.

- **Course grade assignment**

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>
92.5	90	87.5	82.5	80
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>
77.5	72.5	70	67.5	60

- **Attendance Policy and Participation Definition.**

- Attendance and participation are expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice, and allow me the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency please let me know; I recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to reasons of faith or conscience, please let me know as early in the semester as possible.”

- **Late Assignment Policy.** Any policies about late assignments: Late assignments will be marked down one letter grade (for example from an A to an A-) for each day it is late. However, you may speak to me in advance if you need additional time, or are having trouble meeting deadlines. It is always best to communicate with me if you need additional support.

- **Final Exam.** (Consult [the 2020-2021 academic calendar.](#))

## COURSE POLICIES

- **Academic Ethics**

- Students are expected to comply with the Student Handbook, in particular the section on Academic Ethics. ([Link to the policy in the Student Handbook](#)). Whenever outside sources are used, they must be properly credited.

- **Academic Integrity** ([Link](#) to Student Handbook on Academic Misconduct) [faculty cannot replace or override the college policy]
- **Title IX statement**, ([Link](#) to Title IX)
  - In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Marianne Frapwell, Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([young@oxy.edu](mailto:young@oxy.edu))

The sexual misconduct policy, along with additional resources, can be found at:

<http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

- **Special Accommodations/Learning Differences** ([Link to Disability Services](#))
  - No matter the mode of course instruction, approved academic accommodations remain in effect. Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.
- **Accommodations for Reasons of Faith and Conscience** ([Link to the policy in Catalog](#))
  - Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

**Week by Week or class-by-class calendar** (See <http://wcaleb.rice.edu/syllabusmaker/generic/> for a website that will generate selected calendar dates) as well as Spring 2021 MWF and [Spring 2021 TR](#) schedules. [Oxy's 2020-2021 academic calendar information](#)

## Links to Student Academic Support Resources

- The College has a wide range of [Student Academic Support Resources](#).
- If you'd like to take advantage of the College's Academic Coaching resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to [academiccoaching@oxy.edu](mailto:academiccoaching@oxy.edu). Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.
- The Center for Digital Liberal Arts (CDLA) offers [library research consultations](#) and [discipline-specific peer tutoring for coursework](#) and [language learning](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools.
- The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For Spring 2021, all of our appointments will be remote: either synchronous virtual meetings or asynchronous writing feedback. See the [Writing Center website](#) for more information about our hours and how students can sign up for appointments.. Please contact the Writing Programs-Center Director, Julie Prebel ([jprebel@oxy.edu](mailto:jprebel@oxy.edu); x1307) for more information on how the Center can work with you.
- The [Academic Mastery Program](#) provides challenging workshops for students enrolled in general chemistry, organic chemistry, introductory physics, cellular biology and molecular biology. These workshops are led by upper-level students and provide an opportunity to test knowledge and skills in the context of new and challenging problems. The workshops provide a time to work intensively and collaboratively with other committed students in an atmosphere that is demanding yet relaxed.
- The [Scientific Scholars Achievement Program \(SSAP\)](#) is a student-initiated, student-led academic support program that supports the development of a diverse body of individuals who will advance and enhance STEM (Science, Technology, Engineering, and Math) professional fields in an endeavor to meet the complex and evolving demands of a culturally heterogeneous society. SSAP provides tutoring in introductory and gateway STEM courses and encourages collaboration among classmates. All questions and learning styles from students are welcomed and encouraged. Through educational and social events, SSAP aims to build community between faculty and students studying math and science at Occidental.

**Discrimination, Harassment, and Retaliation policy:** <https://www.oxy.edu/student-handbook/general-college-policies/discrimination-harassment-and-retaliation>

- I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

## Land Acknowledgement.

- Occidental College sits on the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

The [Occidental College Principle of Honor](#) states that “No student shall take unfair advantage of another student or member of the Occidental Community.” I trust that you will follow this principle and act with integrity and respect for others.

**Policies for an online learning environment** (the first bullet point contains information from the student agreement for online recording)

- As a student participating in an online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

## **ICC**

- The Intercultural Community Center (ICC) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact [icc@oxy.edu](mailto:icc@oxy.edu), or reach out directly to Chris Arguedas, at [carguedas@oxy.edu](mailto:carguedas@oxy.edu).

## **Lived name policy**

- Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom to display their lived name and pronouns. These can be set at <https://occidental.zoom.us/profile>.

## **Emmons/ Student health**

- Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we learn and live through a global pandemic. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur. Emmons Counseling staff are committed to supporting the mental health needs of all of our students, regardless of where you're located. Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students residing in California. All students residing outside of California will have access to ongoing telecounseling through a national telecounseling service. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

## **Family Involvement**

- As many of you are learning from home this semester, you may have family around who are willing and able to provide you with support. While general support is necessary and welcomed by many, in order to protect your academic growth and ensure the integrity of this course, this statement serves as a reminder that your work must be your own. While office hours are always available for students, they will not be available for parents/guardians/family members. As always, if your parent/guardian has concerns, they are welcome to [contact the Dean of Students office](#).

## **Recordings**

- Online classes may be recorded by your instructor. This means that the audio-visual and chat portions of each class may be recorded and then stored on the College's servers. Recordings will be made available through Moodle (or another secure platform), but only for the express and sole use of those registered in the course. The recorded material will be removed at the end of the semester. No other recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is

not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.