

**ENV 341 H1F: ENVIRONMENT AND HUMAN HEALTH**

Time: Thursdays, 2:00-4:00 PM

Location: Earth Sciences, B142 (5 Bancroft Ave.)

Instructor: Prof. Clare Wiseman

Office: Earth Sciences, Rm. 2097

Office Hours: Thursdays, 10:00-12:00 AM

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**Web site: on Blackboard**

**Students are expected to access readings through online links provided through Blackboard using a valid UTORid (please refer to Course Schedule). See “Blackboard” section of syllabus for more information.**

**Course Description:** This course introduces students to primary concepts and issues related to the field of environment and human health. As part of this, a primary objective is for students to develop skills in identifying, critically analyzing and reviewing key literature in the environmental and health sciences. Topics to be introduced in lectures and readings will reflect the interdisciplinary nature of the field of environmental health, covering areas from biology, toxicology, environmental science and chemistry, risk assessment to public health and geography.

The course will begin with a discussion of the questions, “What is health?”, “What is environment?” and “How are the two interconnected?” This will be followed by an examination of topics core to environment and health, as specified at the end of this syllabus (see Course Schedule), and related case studies. Central concepts such as vulnerability and population health will also be examined.

**Educational Objectives:**

Upon course completion, students will be expected to:

1. have a basic understanding of core concepts central to environment and health,
2. have an understanding of the complex nature of environment and health and how various biological, physiological, developmental and socioeconomic and cultural factors may

impact the health of individuals, communities and populations at all levels, ranging from the local to the global level, and

3. have acquired the skills necessary to research and critically assess available information on topics related to environment and health.

**Evaluation:**

- Term paper proposal = 15% (Due Date: Oct. 5, 2017)
- Midterm exam (short answer and multiple choice based on lectures and reading materials) = 25%  
(Date: Oct. 19, 2017)
- Final exam (short answer and multiple choice) based on all course content including readings, lectures = 30% (Date: TBA)
- Term paper = 30% (Due Date: Nov. 23, 2017)

**Term Paper Proposal (Due Oct. 5, 2017):**

Students will submit a 1 page proposal for their term paper (see below for details) which will incorporate the following elements:

- A brief background/introduction to the topic of focus for the final paper and its significance in an environmental health context (**with reference to peer-reviewed sources of information**),
- A clear statement of purpose, goal, research hypothesis or research question, and
- A summary of keywords and databases to be used for literature search (**in point form**).

Only the first page will be graded if students go over the page limit. Proposals may be single-spaced but a font size of 12 must be used. References to literature for background/introduction section can be placed on an additional page if needed.

A librarian from the Gerstein Library, Heather Cunningham, will give an informative, in-class overview of how to best access and use electronic resources at UofT on **September 14, 2017**. This session will be tailor-made to meet the literature search expectations regarding the proposal and final paper for this course.

**Term Paper (Due Nov. 23, 2017):**

Students will select an environment and health topic covered in the class as the focus for their term papers. Papers should begin with a summary of background or introduction to the topic and its significance in terms of environment and health. This should be followed by a clear statement regarding the paper's purpose, goal, research hypothesis or research question. A statement on the methods employed to identify literature sources is expected (e.g. which databases were used (e.g. Medline), keywords employed, criteria used in choice of articles), to be followed by a review and discussion of the current literature on the topic. Students are expected to not only assess the available evidence but also the current state of knowledge and scientific rigor on the chosen topic

in a systematic, objective manner. Papers can then conclude with a discussion of such things as current gaps in knowledge, strengths/limitation in policy/regulations, an identification of needs in terms of future research and political action, etc., as they relate to the specific topic areas. The topic chosen should not be too broad to allow for sufficient in-depth analysis. The papers will be written in academic style, drawing on peer-reviewed literature, and fully referenced. See criteria for the evaluation of written assignments below.

### *Submission of Term Papers*

All written assignments must:

- Include a title, your name and student number
- Have 1.15 spacing, 12 point font, in black ink with 1” margins
- Include page numbers
- Be less than 3000 words (excluding references cited section); a word count for main body of paper must be provided
- Be properly referenced with in-text citations to sources (see note on Plagiarism below)
- Include a “References Cited” section, containing all references cited in the paper (no “Bibliography” please)
  - For in-text citations, please use (NAME, YEAR) format
  - For the references cited section, please use only the following recognized formats: APA, CBE/CSE, ASA or Chicago (see: <http://www.utsc.utoronto.ca/twc/using-and-citing-sources-0>)

Papers are to be submitted electronically via the course’s website on Blackboard on (or before) the due date (**Deadline: 11:59 PM**), using the **Turnitin.com** link provided in the Course Materials section. Papers will undergo a review of textual similarity and detection of possible plagiarism using this software. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

If, as a student, you object to using Turnitin.com, please see the course instructor to establish appropriate alternative arrangements for submission of your written assignments prior to the submission deadline.

### *Late Penalties and Deadline Extensions*

Students are expected to complete all assignments on time and submit them in class on the date due, or as arranged with the TA.

**Please note that final papers submitted after Dec. 7, 2017 will not be accepted for grading. Students who are unable to provide formal documentation of an illness or injury (see below) will receive 0% for this assignment, if final papers are not submitted by this date.**

Late assignments will be reduced by 3% of the assignment grade per day (including weekends). Extenuating circumstances may arise that impact your ability to complete an assignment on time. Please discuss these issues with your instructors to make alternative arrangements for submission. Students must submit a completed University's official Verification of Illness or Injury Form (former Medical Certificate) to the course instructor for medical-based extension requests. A copy can be found on the web at:

<http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>

**Please note: Students must submit an ORIGINAL Verification of Illness or Injury Form to the course instructor for late assignments. Should this form be needed for more than one professor, students must arrange a time outside of class to present the original to the course instructor. Only then will a copy be accepted. Submissions via email will not be accepted.**

Late assignments must not be emailed or slipped under office doors. Please note, weak time management skills do not constitute extenuating circumstances.

#### *Criteria for evaluation of written assignments*

The following criteria will be used to grade papers:

- 1) Clarity in writing and referencing: The paper is expected to be free of spelling and grammatical errors. A recognized referencing style must be used in a consistent manner; references are ALWAYS to be cited accurately in the paper. If references appear in the body of the paper but not in the "references cited" list and *vice versa*, this will negatively impact your grade.
- 2) Clarity and logic in structure: The paper should be written in a coherent, logical manner. The logic of the structure is determined by the purpose, which is to test a hypothesis, answer a research question or defend a thesis statement.
- 3) Precision and accuracy. Precision means saying exactly and specifically what you mean, avoiding vague generalities. Accuracy refers to absence of major factual errors.
- 4) Analysis: Student essays are expected to demonstrate originality in thought and to summarize and assess information in a critical, objective manner. The term paper will be evaluated on the defensibility of their analysis in terms of their use of evidence and logical coherence.

#### **Blackboard:**

The course uses the management system Blackboard for the purposes of communication between instructor, teaching assistant and student. To eliminate the need to purchase course readers or books, students will be provided access to all readings in the form of links through the course's Blackboard website. You will find the links under the "Course Materials" section.

To access the Blackboard-based course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. If you need information on how to activate your UTORid and set your password for the first time, please go to <http://www.utorid.utoronto.ca>. The Help Desk at the Information Commons and telephone assistance under 416-978-HELP can also answer other related questions.

Once you have logged in to the portal using your UTORid and password, look for the “My Courses” module, where you will find the link to this course website along with links to all your other Blackboard-based courses. At times, the instructor or teaching assistant may decide to send out important course information by e-mail. To that end, all UofT students are required to have a valid UofT e-mail address. You are responsible for ensuring that your UofT e-mail address is set up AND properly entered in the ROSI system.

### **Writing Resources:**

Students may wish to visit the “Writing at the University of Toronto” website for useful tips and writing resources at: [www.writing.utoronto.ca](http://www.writing.utoronto.ca).

See also "How Not to Plagiarize" and related advice on how to properly and effectively integrate sources of information. At: <http://www.writing.utoronto.ca/advice/using-sources>

Information about the on campus English Language Learning program (ELL) is available at: <http://www.artsci.utoronto.ca/current/advising/ell>

Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.

### **PLAGIARISM**

Please note that according to the University’s Code of Behavior on Academic Matters, it is an offence for a student to:

1. “represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.”
2. “submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.
3. “submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.”

See “Code of Behaviour on Academic Matters” on the Uof T Governing Council website at this address: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

See also "How Not to Plagiarize" and related advice on how to integrate sources of information.

At: <http://www.writing.utoronto.ca/advice/using-sources>

Cases of suspected plagiarism will be addressed in accordance with the procedure established by the Code of Behaviour on Academic Matters.

**Use of Electronic Items:**

This course supports the use of laptops, tablets and related electronic items in-class for note taking/learning purposes. However, it is to be emphasized that the Faculty of Arts and Science has a strict policy regarding the taping/recording of lectures. As stated in the Academic Handbook for faculty: *"Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other form without formal permission."*

Taping/recording is allowed only in certain circumstances (i.e. to support the learning needs of students registered with Accessibility Services, where stipulated). Please contact the instructor should this be necessary.

**Accessibility Services:**

Accessibility Needs: *The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.*

## ENV 341: SCHEDULE OF TOPICS AND READINGS

Date	Topic(s)	Readings
Sept. 7	Introduction to environmental health/course overview	<i>Required:</i> 1. Howard, F. (Ed) (2016). <i>Environmental Health: From Global To Local (3<sup>rd</sup> Edition)</i> . Wiley. READ: Introduction to Environmental Health (58-83). Available online at: <a href="http://go.utlib.ca/cat/10678169">http://go.utlib.ca/cat/10678169</a>
Sept. 14	Accessing UofT Library Resources Effectively <i>Guest: Heather Cunningham, Gerstein Library, UofT</i> --with tips on how to identify reliable sources of information for paper proposals and term papers  Scientific approaches to assessing hazards and risks. Part 1: <ul style="list-style-type: none"> <li>• Environmental epidemiology</li> <li>• Assessing evidence from a public health perspective</li> </ul>	<i>Required:</i> 1. Hertz-Picciotto I. (2008). Environmental Epidemiology (Chapter 30). In: <i>Modern Epidemiology</i> . Rothman et al. (eds). Philadelphia: Lippincott Williams & Wilkins. pp 598-619. At: <a href="http://go.utlib.ca/cat/7997472">http://go.utlib.ca/cat/7997472</a> 2. Bletter m, Heuer C, Razum O. (2001). Critical reading of epidemiological papers: a guide. <i>European Journal of Public Health</i> . 11:97-101. At: <a href="http://doi.org/10.1093/eurpub/11.1.97">http://doi.org/10.1093/eurpub/11.1.97</a> 3. Bradford Hill A (1965) The Environment and Disease: Association or Causation? <i>Proceedings of the Royal Society of Medicine</i> ; 58:295-300. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/377121">http://simplelink.library.utoronto.ca/url.cfm/377121</a>  <i>Optional:</i> 1. Rensing, M., Blettner, M., & Klug, S. (2009). Systematic literature reviews and meta-analyses: part 6 of a series on evaluation of scientific publications. <i>Deutsches Aerzteblatt International</i> , 106(27), 456-463. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/508541">http://simplelink.library.utoronto.ca/url.cfm/508541</a>
Sept. 21	Scientific approaches to assessing hazards and risks. Part 2: <ul style="list-style-type: none"> <li>• Toxicology</li> <li>• Risk assessment</li> </ul>	<i>Required:</i> 2. Miller GW. (2016). Toxicology. IN: Howard, F. (Ed). <i>Environmental Health: From Global To Local (3rd Edition)</i> . Wiley. pp. 211-247. At: <a href="http://go.utlib.ca/cat/10678169">http://go.utlib.ca/cat/10678169</a>
Sept. 28	Environmental disasters & human health <ul style="list-style-type: none"> <li>• Defining disaster</li> </ul>	<i>Required:</i>

	<ul style="list-style-type: none"> <li>Disaster types</li> </ul> <p>Case studies: Minamata &amp; Grassy Narrows Seveso</p>	<ol style="list-style-type: none"> <li>Keim ME (2016). Environmental Disasters. IN: Howard, F. (Ed). <i>Environmental Health: From Global To Local 3<sup>rd</sup> Edition</i>. Wiley. pp. 58-83. At: <a href="http://go.utlib.ca/cat/10678169">http://go.utlib.ca/cat/10678169</a></li> <li>Harada M. (1995). Minamata disease: Methylmercury poisoning in Japan caused by environmental pollution. <i>Critical Reviews in Toxicology</i>. 25:1-24. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/291640">http://simplelink.library.utoronto.ca/url.cfm/291640</a></li> <li>Takaoka S, Fujino, T, Hotta, N, Ueda, K, Hanada, M, Tajiri, M, Inoue, Y. (2014). Signs and symptoms of methylmercury contamination in a First Nations community in Northwestern Ontario, Canada, <i>Science of The Total Environment</i>, 468–469: 950-957. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/508543">http://simplelink.library.utoronto.ca/url.cfm/508543</a></li> <li>Pesatori A et al. (2003). Short- and long-term morbidity and mortality in the population exposed to dioxin after the "Seveso accident". <i>Industrial Health</i> 41:127-138. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/291644">http://simplelink.library.utoronto.ca/url.cfm/291644</a></li> </ol>
<p>Oct. 5</p>	<p>Urban health <b>Guest Lecturer:</b> <b>Ghazal Fazli, PhD candidate</b> <b>Institute of Health Policy</b> <b>Management and Evaluation, Centre</b> <b>for Research on Inner City Health,</b> <b>St. Micheal’s Hospital</b></p> <p><b>Paper Proposals Due (Worth: 15%)</b></p>	<p><i>Required:</i></p> <ol style="list-style-type: none"> <li>Corti et al. (2016). City planning and population health: a global challenge. <i>The Lancet (in press)</i>. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/514239">http://simplelink.library.utoronto.ca/url.cfm/514239</a></li> <li>Williams, L.M (2013). Getting to know the built environment as a complex system. Wellesley Institute. At: <a href="http://www.wellesleyinstitute.com/wp-content/uploads/2013/12/Getting-To-Know-The-Built-Environment-As-A-Complex-System.pdf">http://www.wellesleyinstitute.com/wp-content/uploads/2013/12/Getting-To-Know-The-Built-Environment-As-A-Complex-System.pdf</a></li> <li>Glazier RH, Creatore MI, Weyman JT, Fazli G, Matheson FI, et al. (2014) Density, Destinations or Both? A Comparison of Measures of Walkability in Relation to Transportation Behaviors, Obesity and Diabetes in Toronto, Canada. <i>PLoS ONE</i> 9(1): e85295. At: <a href="http://dx.doi.org/10.1371/journal.pone.0085295">http://dx.doi.org/10.1371/journal.pone.0085295</a></li> </ol>
<p>Oct. 12</p>	<p>Vulnerable populations</p>	<p><i>Required:</i></p>

	<ul style="list-style-type: none"> <li>• Basic concepts &amp; principles of vulnerability</li> <li>• Modulating factors</li> <li>• Case study: children</li> </ul>	<ol style="list-style-type: none"> <li>1. Morello-Frosch et al. (2011). Understanding the cumulative impacts of inequities in environmental health: Implications for policy. <i>Health Affairs</i> 30(5): 879-887. At: <a href="http://content.healthaffairs.org/content/30/5/879">http://content.healthaffairs.org/content/30/5/879</a></li> <li>2. Faustman E. et al. (2000). Mechanisms underlying children's susceptibility to environmental toxicants. <i>Environmental Health Perspectives</i>. 108 (Supplement 1): 13-21. At: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1637781">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1637781</a></li> <li>3. Lanphear, B.P., et al. (2005). Low-level environmental lead exposure and children's intellectual function: An international pooled analysis. <i>Environmental Health Perspectives</i>, 113 (7), pp. 894-899. At: <a href="https://dx.doi.org/10.1289%2Fehp.7688">https://dx.doi.org/10.1289%2Fehp.7688</a></li> </ol> <p><i>Optional:</i>          Committee on Pesticides in the Diets of Infants and Children. (1993). <i>Pesticides in the diets of infants and children</i>. National Research Council. Washington (DC): National Academies Press. Available at: <a href="http://www.nap.edu/openbook.php?isbn=0309048753">http://www.nap.edu/openbook.php?isbn=0309048753</a></p>
Oct. 19	<p><b>MID-TERM (Worth: 25%)</b>  <b>Location: TBD</b>  <b>TIME: 2:00-4:00</b></p>	NO CLASS TO BE HELD
Oct. 26	<p>Vulnerable populations (cont'd)</p> <ul style="list-style-type: none"> <li>• Case studies: elderly, aboriginal peoples</li> </ul>	<p><i>Required:</i></p> <ol style="list-style-type: none"> <li>1. Hood, E. (2003). Toward a new understanding of aging. <i>Environmental Health Perspectives</i> 111(14): A756-9. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/291820">http://simplelink.library.utoronto.ca/url.cfm/291820</a></li> <li>2. Charlet L et al. (2012). Neurodegenerative diseases and exposure to the environmental metals Mn, Pb, and Hg. <i>Coordination Chemistry Reviews</i>. 256:2147-2163. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/292023">http://simplelink.library.utoronto.ca/url.cfm/292023</a></li> </ol>

		<p>3. Adelson, N (2005). The embodiment of inequity: Health disparities in Aboriginal Canada. <i>Canadian Journal of Public Health</i>, 96 (SUPPL. 2): S45-S61. Available at: <a href="https://simplelink.library.utoronto.ca/getUrl/534160">https://simplelink.library.utoronto.ca/getUrl/534160</a></p> <p>4. Van Oostdam J et al. (2005). Human health implications of environmental contaminants in Arctic Canada: A review. <i>The Science of the Total Environment</i>. 351-352:165-246 (<b>Focus on pages 209-224</b> (Section 5. “Risk-benefit characterization, assessment and advice”’).) Available at: <a href="http://simplelink.library.utoronto.ca/url.cfm/292020">http://simplelink.library.utoronto.ca/url.cfm/292020</a></p>
Nov. 2	<p>Climate change &amp; human health</p> <ul style="list-style-type: none"> <li>• Vulnerability &amp; climate change</li> <li>• Heat stress and the elderly</li> <li>• Canada’s North and Aboriginal Health</li> <li>• Changing patterns of disease</li> </ul>	<p>Required:</p> <ol style="list-style-type: none"> <li>1. Patz, J.A., Frumkin, H., Holloway, T., Vimont, D.J., Haines, A. (2014). Climate change: Challenges and opportunities for global health. <i>JAMA - Journal of the American Medical Association</i>, 312 (15): 1565-1580. At: <a href="https://simplelink.library.utoronto.ca/getUrl/534170">https://simplelink.library.utoronto.ca/getUrl/534170</a></li> <li>2. Ford, J. D., Pearce, T., Duerden, F., Furgal, C., &amp; Smit, B. (2010). Climate change policy responses for Canada's Inuit population: The importance of and opportunities for adaptation. <i>Global Environmental Change</i>, 20(1), 177-191. <a href="https://doi.org/10.1016/j.gloenvcha.2009.10.008">https://doi.org/10.1016/j.gloenvcha.2009.10.008</a></li> <li>3. Oudin Åström, D., Bertil, F., &amp; Joacim, R. (2011). Heat wave impact on morbidity and mortality in the elderly population: A review of recent studies. <i>Maturitas</i>, 69(2), 99-105. At: <a href="https://doi.org/10.1016/j.maturitas.2011.03.008">https://doi.org/10.1016/j.maturitas.2011.03.008</a></li> </ol> <p>Optional:</p> <p>World Health Organization. (2011). <i>Gender, Climate Change and Health</i>. Geneva. 38 pages. Available at: <a href="http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf">http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf</a></p>
Nov. 9	<b>READING WEEK (NO CLASSES)</b>	
Nov. 16	<p>Air quality &amp; human health</p> <ul style="list-style-type: none"> <li>• Airborne particulate matter &amp; health impacts</li> </ul>	<p>Required:</p> <ol style="list-style-type: none"> <li>1. Kappos AD. (2011). Health risks of urban airborne particles. In: Zereini &amp; Wiseman (eds). <i>Urban Airborne Particulate Matter: Origin, Fate, Chemistry</i></li> </ol>

	<ul style="list-style-type: none"> <li>Dust composition &amp; metal bioavailability</li> <li>Indoor air quality</li> </ul>	<p>and Health Impacts. Springer, Berlin. pp. 527-551. At: <a href="http://go.utlib.ca/cat/8233431">http://go.utlib.ca/cat/8233431</a></p> <p>2. Zhang J, Smith, K. R. (2003). Indoor air pollution: A global health concern. <i>British Medical Bulletin</i>: 68, 209-225. At: <a href="http://bmb.oxfordjournals.org/content/68/1/209.full">http://bmb.oxfordjournals.org/content/68/1/209.full</a></p>
Nov. 23	<p>Environment and cancer</p> <ul style="list-style-type: none"> <li>Environmental risk factors</li> </ul> <p>Water quality &amp; health</p> <ul style="list-style-type: none"> <li>Fluoridation</li> <li>Arsenic</li> </ul> <p><b>Term Papers Due (Worth: 30%)</b></p>	<p><i>Required:</i></p> <p>1. Cogliano et al. (2011). Preventable exposures associated with human cancers. <i>JNCI</i> 103: 1827-1839. At: <a href="http://jnci.oxfordjournals.org/content/103/24/1827.long">http://jnci.oxfordjournals.org/content/103/24/1827.long</a></p> <p>2. Samet J (2011). Radiation and cancer risk: a continuing challenge for epidemiologists. <i>Environmental health</i>. 10 Suppl 1:S4. At: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3073196/pdf/1476-069X-10-S1-S4.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3073196/pdf/1476-069X-10-S1-S4.pdf</a></p> <p>3. Ford T. (2016). Water and Health. IN: Howard, F. (Ed). <i>Environmental Health: From Global To Local (3rd Edition)</i>. Wiley. pp. 585-620. Available at: <a href="http://go.utlib.ca/cat/10678169">http://go.utlib.ca/cat/10678169</a></p>
Nov. 30	<p>Early (in utero) exposures &amp; later health effects</p> <p>Obesity &amp; endocrine disrupting chemicals</p> <p>Course wrap-up</p>	<p><i>Required:</i></p> <p>1. Barker DJP. (2004). The developmental origins of adult disease. <i>Journal of the American College of Nutrition</i>, 23 (6 SUPPL.): 588S-595S. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/443083">http://simplelink.library.utoronto.ca/url.cfm/443083</a></p> <p>2. Gluckman, P. D., Hanson, M. A., &amp; Beedle, A. S. (2007). Early life events and their consequences for later disease: A life history and evolutionary perspective. <i>American Journal of Human Biology</i>, 19(1), 1-19. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/480353">http://simplelink.library.utoronto.ca/url.cfm/480353</a></p> <p>3. Heindel J.J., Newbold R., Schug T.T. (2015). Endocrine disruptors and obesity. <i>Nature Reviews Endocrinology</i>, 11 (11), pp. 653-661. At: <a href="http://simplelink.library.utoronto.ca/url.cfm/508492">http://simplelink.library.utoronto.ca/url.cfm/508492</a></p>