

Course Change Request

New Course Proposal

Date Submitted: 02/03/21 9:34 am

Viewing: **EVPP 566 : Coral Reef Ecology, Health, and Conservation**

Last edit: 02/03/21 9:34 am

Changes proposed by: slister1

Are you completing this form on someone else's behalf?

Yes

Requestor:

Name	Extension	Email
Jennifer Salerno	3-1066	jsalerno@gmu.edu

Effective Term: Fall 2021

Subject Code: EVPP - Environmental Science & Policy

Course Number: 566

Bundled Courses:

Is this course replacing another course? No

Equivalent Courses:

Catalog Title: Coral Reef Ecology, Health, and Conservation

Banner Title: Coral Reef Ecol, Hlth & Consvr

Will section titles vary by semester? No

Credits: 3

In Workflow

1. **ESP Chair**
2. **SC Curriculum Committee**
3. SC Associate Dean
4. Assoc Provost-Graduate
5. Registrar-Courses
6. Banner

Approval Path

1. 02/03/21 11:53 am
A. Alonso Aguirre (aaguirr3):
Approved for ESP Chair

Schedule Type: Lecture

Hours of Lecture or Seminar per week: 2h 30 min

Repeatable: May only be taken once for credit (NR)
GRADUATE ONLY

Default Grade Mode: Graduate Regular

Recommended Prerequisite(s):
permission of instructor

Recommended Corequisite(s):

Required Prerequisite(s) / Corequisite(s) (Updates only):

Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):

And/Or	(Course/Test Code	Min Grade/Score	Academic Level)	Concurrency?

Registration Restrictions (Updates only):

Registrar's Office Use Only - Registration Restrictions:

Field(s) of Study:

Class(es):

Level(s):

Degree(s):

School(s):

Catalog Description:

Students will learn about organisms that comprise and inhabit coral reefs and examine how environmental and anthropogenic stressors affect coral reef ecosystems and human society. Current and potential reef restoration solutions will be discussed. Students will engage in open dialogue on reef conservation-related

topics including coral health and disease, fishing practices, and policy at the state, federal, and international levels.

Justification:

It increases our offerings for students interested in marine ecosystem science, as well as marine conservation and restoration, and policy. This course provides students the opportunity to learn about coral reef environments, the science behind their structure and ecological function, the organisms that comprise/inhabit/depend on them, conservation and restoration solutions, and related marine policies and legislation.

An optional 1-credit field experience course is offered concurrently with international travel during spring break or immediately following spring semester to examine reefs, their history, and future; separate registration and an additional fee is required.

This course will be cross listed as EVPP 465 (Undergrad lecture)/EVPP 566 (New Graduate lecture)/BIOL 417 (Number TBD)/BIOL 508 (Number TBD).

Does this course cover material which crosses into another department? No

Learning Outcomes:

1. Broadly understand the anatomy, physiology, ecology, and pathology of corals;
2. Understand the geology of coral reef ecosystems and their relationship to other ecosystems such as mangroves and sea grass beds;
3. Be able to identify different types of corals, as well as families of fishes and other reef creatures and understand the symbiotic and ecological relationships they have with one another;
4. Understand the ecological goods and services provided by coral reef ecosystems and conservation measures implemented to help protect and restore them; and
5. Be able to discuss global and local threats to corals and how they impact the greater ecosystem and are linked to human health (as related to the 'One Health' concept)

Attach Syllabus

[EVPP 566 Fall 2021 Syllabus.pdf](#)

Additional Attachments**Staffing:**

Dr. Jennifer Salerno

Relationship to Existing Programs:

It is a lecture course, with the option of a field course corequisite, for students interested in marine ecology and specifically tropical marine ecosystems.

Relationship to Existing Courses:

None, this is a new course.

**Additional
Comments:**

**Reviewer
Comments**

Key: 17143



Coral Reef Ecology, Health, and Conservation Spring 2021- Graduate

(updated March 1, 2021)

EVPP 505-DL1/BIOL 508-002
Lecture (3 credits)

Course Information

Instructor: Dr. Jennifer Salerno
Lecture Time: Tuesdays, Thursdays 12:00 – 1:15 PM
Lecture Location: Blackboard (Zoom)
Office Location: Blackboard (Zoom)
Office Hours: Wednesdays, 10 AM – 12 PM, please make appointment
Email: jsalerno@gmu.edu
Class Discussion: Fridays open discussion board via Blackboard
Text: *see under Readings section in syllabus

Prerequisites

Permission of the instructor (contact Dr. Salerno)

Course Description/Overview

Current coral reef ecology and conservation science and efforts will be examined in this course, with a focus on environmental and anthropogenic stressors threatening coral reefs and the organisms that inhabit them. Students will examine how environmental impacts affect coral reefs, the direct and indirect effects of these impacts on human society, and current and potential reef restoration solutions that may mitigate the current decline in the health of coral reef organisms, biodiversity, and ecological functions. During the twice-a-week lecture sessions, students will be encouraged to engage in open dialogue regarding many different aspects of coral reef conservation including the biology and health of corals in relation to other animals and people as well as ocean policy at the state, federal, and international levels. An optional 1-credit laboratory and field experience course is offered concurrently with international travel to Roatán, Honduras to observe coral reefs and their inhabitants and to implement field-based methods learned in laboratory sessions; separate registration and an additional fee is required.

Learning Outcomes

On completion, students will:

1. Understand and describe the anatomy, physiology, ecology, and pathology of corals and differentiate the aforementioned between different coral taxa in different reef zones/locations and under varying environmental conditions



2. Understand and differentiate the ecology and geology of coral reef ecosystems and their relationship to other tropical ecosystems such as mangroves and sea grass beds; compare and contrast ecological benefits by, and threats to, these different ecosystems
3. Identify and classify different species of corals, fish, reef invertebrates, and algae and understand and explain the symbiotic and ecological relationships they have with one another; apply this knowledge to organisms observed in videos and the field
4. Understand and evaluate the ecological goods and services provided by coral reef ecosystems and compare and contrast the conservation measures implemented to help protect and restore them
5. Identify and describe global and local threats to corals, evaluate how they impact the greater ecosystem and society, and examine how they are linked to human health (as related to the 'One Health' concept)
6. Design and present a one-page policy or educational memo on a current topic/issue/problem in coral reef ecology and/or conservation; Identify a knowledge gap and formulate a policy recommendation for your intended audience
7. Analyze and critique a peer-reviewed scientific journal article related to coral reef ecology and/or conservation and present your analysis in written form

Instructor Expectations

Students are expected to read books and journal articles, study supporting materials, and prepare assignments outside of class. Students are required to organize material logically and communicate effectively orally and in writing. Class participation, as well as a project and presentation, will be required of each student. Students should come to class ready to participate in all activities with assignments and readings completed prior to class, behave in a mature and professional manner, and abide by the GMU honor code.

Participation and make-up work

Attendance at synchronous class sessions is required and comprises the major portion of your participation grade. **We will use synchronous sessions for class discussions, to go over project ideas, and for in class activities.** If a schedule conflict arises preventing you from attending class, please let me know prior to the start of class. **Synchronous classes will be recorded and posted on Blackboard.** Lectures will be posted as pdfs on blackboard after class so please come prepared to take notes. If you anticipate being unable to turn in an assignment on time, please contact me. I recognize that "life happens" (we are in the middle of a pandemic after all!) and with ample notice, I can offer flexible solutions that are reasonable and within my limits.

Lecture Assignments

(1) Quizzes (ALL STUDENTS):

Five (5) quizzes will be given at the start of lectures throughout the semester (see course schedule below). Graduate students will have extended questions to cover the additional



required readings. The lowest quiz grade will be dropped at the end of the course and the remaining four (4) will be counted towards your final grade.

(2) Exams (ALL STUDENTS):

A mid-term and final exam will be given in the format of multiple choice, fill-in-the-blank, matching, short-, and long-answer questions. Exams will be timed, but open note. The mid-term will take place during a normal class period (refer to course schedule) and the final will be given during finals week. Graduate students will have extended questions to cover the additional required readings.

(3) Research One-Pagers and Presentations (ALL STUDENTS):

More than ever, it's important for students in the sciences to be able to communicate technical scientific information to diverse audiences with clarity and accuracy. Students will prepare a "one-pager," essentially a policy brief, on a topic of their choosing related to coral reef ecology, or coral reef conservation, and with an intended audience of relevant stakeholders (e.g. elementary school students, college students, resource managers, policymakers, NGOs, the public). We will discuss this over the course of the semester, but check out <https://writingcenter.unc.edu/policy-briefs/> for the general idea and structure of a policy brief. It is intended that you will select a subject relevant to this class that interests you and probe that subject deeply – become "experts" on that subject. Undergraduates may work in pairs, but graduate students will work individually.

As evidence of that expertise each student/group will write/design a one-page policy brief. Ideas of such topics could include educating stakeholders on a point of interest (e.g. marine plastic debris, climate change affecting weather patterns, underwater research methods, biomedical compounds derived from coral reef ecosystems, a specific coral disease, etc.), or identifying a specific problem and proposing a solution (policy, conservation issues, or community programs; consider including different points of view, i.e., why is this problem a problem? And what could be a solution?). **Each student must submit a draft title and outline of their one-pager by the beginning of the 5th week via Blackboard** (see course schedule).

You will also be required to present a 2-minute lightning talk on your topic (allowing an additional 3 minutes to field questions). The one pager and presentation are worth 20% of your lecture grade so working on that diligently during the semester is important.

A required list of literature cited will also be provided by each student and included in the one-pager. Use Zotero (<http://www.zotero.org/>). Instruction is available in the library. The literature cited may include references like newspaper articles and books, but at least 3 sources need to be from the primary literature (i.e. scientific journals). I want to see that you can use the tool to help with your research and writing. You can get individual help in the library if you need it.



Dr. Salerno will post the one-pager guidelines, rubric, and citation formatting instructions on Blackboard. The one-pager will be due by the beginning of the 12th week via email (see schedule).

(4) Critical Review of Scientific Articles (GRADUATE STUDENTS ONLY):

Students completing the course for graduate credit will be required to submit two (2) critical reviews of scientific articles related to coral reefs or marine conservation. At least one article should come from a recent (2017-2018) peer-reviewed scientific journal; The 2nd can come from a scientific journal, news article, or the popular press. Each critique should be no more than 300 words (not including references), should be backed with at least 3 references including the original source, and should be written in the style of Science Letters.

Example from Rogers and Miller (2013) Science Letters posted on Blackboard

Identify specific issues/critiques you have with an article of your choice from a refereed journal or popular magazine (not a literature review or book chapter). This can be something that you found problematic, interesting, ridiculous, missing, etc. and then compare and support your arguments with other sources in the literature. Make your critiques explicit and clear, e.g.: "I have three main issues with the way this argument was presented", then elaborate in 3 subsequent paragraphs. Give a very brief overview of the important points with the majority of the paper focused on your own opinion. Consider ending with possible solutions based on your critique. Be concise and clear with your points and mind the word limit. References should be primary literature (e.g., peer-reviewed journal articles) and reports from reputable sources. Use Science Letters for citation style but include all authors in the Literature Cited portion of the paper. Sources should be designated by numbers within the body of the text to correspond with a numbered and alphabetized Literature Cited section.

Each grad student must send their critical reviews to Dr. Salerno via email (see schedule below). When the instructor receives your critical review, you will receive an email confirmation. If you do not receive a confirmation, it is YOUR responsibility to either resubmit or check-in with the instructor to confirm receipt of the review PRIOR to class.

***Late policy** – Please communicate with me regarding late assignments and we will work it out.

Readings

(1) Required Books (ALL STUDENTS):

1. Goldberg, Walter M. 2013. *The Biology of Reefs and Reef Organisms*. Chicago: University of Chicago Press.



2. Dubinsky, Zvy and Stambler, Noga (editors). 2011. Coral Reefs: An Ecosystem in Transition. New York: Springer. *This book is available for online access through GMU libraries.
3. Precht, William F. (editor). 2006. Coral Reef Restoration Handbook. Boca Raton: Taylor and Francis Group. *This book is available for online access through GMU libraries.

(2) Weekly Assigned Readings (ALL STUDENTS):

- All assigned readings are listed in the course schedule, posted on Blackboard, and should be completed PRIOR to class.
- Undergraduate students are required to read the first reading listed in bold but are encouraged to read all readings listed.
- Graduate students are required to read all readings listed and lead a discussion of the scientific articles in class.

Grading

Graduate Level:

Class Participation	10%
Mid-Term Examination	20%
Final Examination	20%
Quizzes (4 total)	20%
One-pager/Presentation	20%
<u>Critical Reviews (2)</u>	<u>10%</u>
Total	100%

For graduate students: the final grade will be based on this scale: A = 100–90%, B = 89–80%, C = 79–70%, F < 69%.

Course Materials

See required textbooks under Readings, above.

ACADEMIC INTEGRITY

Mason is an Honor Code university; please see the Office for Academic Integrity (<https://oai.gmu.edu/>) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. The main concern is that you act as professionally as possible and do not mistakenly act in manner that could be interpreted negatively. The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all



times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual theft and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

What does academic integrity mean in this course specifically? When you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that **all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions**. When in doubt (of any kind) please ask for guidance and clarification.

Sharing of instructor-created materials, particularly materials relevant to assignments or exams, to public online "study" sites is considered a violation of Mason's Honor Code.

Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work. Always consult your syllabus and your professor before using these sites.

BASIC COURSE TECHNOLOGY REQUIREMENTS

Activities and assignments in this course will regularly use the Blackboard learning system (<https://mymason.gmu.edu>) as well as web-conferencing software (Blackboard Collaborate / Zoom). Therefore, a desktop or laptop computer with a functional camera, microphone, and reliable internet access (consistent 1.5 megabits per second download speed or higher) are required to participate in this course. In an emergency, students can connect through a telephone call, but video connection is the expected norm. A mobile phone with a camera may also enhance student learning in terms of photographing lab activities and sharing them with the class.

STUDENT USE OF ELECTRONIC DEVICES

Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class during synchronous meeting times.



COURSE RECORDINGS

All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard and will only be accessible to students taking this course during this semester.

PRIVACY

[Student privacy](#) is governed by the [Family Educational Rights and Privacy Act \(FERPA\)](#). Students must use their MasonLive email account to receive important University information, including communications related to this class. I will not be able to respond to messages sent from or send messages to a non-Mason email address. <https://registrar.gmu.edu/ferpa/>

DIVERSITY AND INCLUSION

Diversity is one of George Mason University's core values (Mason Diversity Statement: <https://stearnscenter.gmu.edu/knowledge-center/general-teaching-resources/mason-diversity-statement/>). As instructors of this course, we seek to create a learning environment that fosters respect for all people. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

GENDER IDENTITY AND PRONOUN USE

If you wish, please share your name and gender pronouns with us and how best to address you in class and via email. You may also choose to update your chosen name and pronouns here: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

DISABILITY ACCOMMODATIONS

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with your instructor. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

SEXUAL HARASSMENT, SEXUAL MISCONDUCT, AND INTERPERSONAL VIOLENCE

Clearly, none of the above will be tolerated in this course. George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who have been sexually harassed, assaulted or subjected to sexual misconduct to seek



assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](#) speaks to the specifics of Mason's process, the resources, and the options available to students.

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason's Title IX Coordinator](#) (703-993-8730; titleix@gmu.edu).

OTHER USEFUL GMU RESOURCES:

ACADEMIC ADVISING

<https://advising.gmu.edu/>

ASSISTIVE TECHNOLOGY INITIATIVE

<https://ati.gmu.edu/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380

<https://caps.gmu.edu/>

DISABILITY SERVICES

<https://ds.gmu.edu/>

INTERNATIONAL PROGRAMS AND SERVICES

<https://oips.gmu.edu/>

LEARNING SERVICES

<https://learningservices.gmu.edu/>

LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, AND QUESTIONING RESOURCES

<https://lgbtq.gmu.edu/>

OFFICE OF DIVERSITY, INCLUSION, AND MULTICULTURAL EDUCATION

<https://odime.gmu.edu/>

OFFICE OF THE OMBUDSMAN: (703) 993-3306

<https://diversity.gmu.edu/>

The Office of the Ombudsman is a confidential, impartial, informal and independent problem-solving and conflict resolution resource for all students at George Mason University.

POLICE CADET SAFETY ESCORTS: (703) 993-2810

<https://police.gmu.edu/programs-and-services/police-cadets/escorts/>

STUDENT HEALTH SERVICES

<https://shs.gmu.edu/>

STUDENT SUPPORT AND ADVOCACY CENTER

<https://ssac.gmu.edu/>

UNIVERSITY CAREER SERVICES

<https://careers.gmu.edu/>

UNIVERSITY LIBRARIES "Ask a Librarian"

<https://library.gmu.edu/ask>

UNIVERSITY WRITING CENTER: (703) 993-1200



<https://writingcenter.gmu.edu/>

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

MASON NON-DISCRIMINATION POLICY

<https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>

ADDITIONAL STUDENT SUPPORT RESOURCES

<https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>

COURSE SCHEDULE AND ASSIGNED READING (to be completed PRIOR to class):

Week	Date	Topics	Readings for Following Week
1	January 26, 28	Intro/discuss syllabus Coral overview (part I) - coral anatomy, physiology, diversity, identification	Goldberg Ch 6 (Coral reefs and their allies) <i>No additional graduate student readings for week one only</i>
2	February 2, 4	Coral overview (part II) - reproduction/spawning, calcification, symbiotic relationship with zooxanthellae, sensitivity to environmental conditions	Goldberg Ch 1 (Structure and formation of modern reefs) Goldberg Ch 14 (Ecology, diversity and biogeography of coral reefs) Waycott - Accelerating loss of seagrasses across the globe threatens coastal ecosystems (2009)
3	February 9, 11	QUIZ #1 Geology of coral reefs, zonation, origins of reefs, bioerosion, biodiversity, connectivity, biogeography Other associated ecosystems - mangroves, seagrass beds, deep water corals (discuss paper)	Peters (2015) - Diseases of coral reef organisms Mullen - Resistance to disease (2004) Dubinsky p355-367 (Competition among sessile organisms on coral reefs)
4	February 16, 18	Defense mechanisms, competition, immune function, and predation of corals Coral diseases (overview) Critical Review 1 due February 18 (GRAD STUDENTS ONLY)	Goldberg Ch 4 (Algae and foraminiferans) Goldberg Ch 3 (Reef cyanobacteria) Goldberg Ch 5 (Sponges)
5	February 23, 25	QUIZ #2 Microorganisms – Bacteria/Viruses, Cyanobacteria, Fungi, Protists, Apicomplexans Turn in title and outline for research one-pager on February 25 via Blackboard (ALL STUDENTS)	Dubinsky pp. 292–310 (Invertebrates and their roles in coral reef ecosystems) Goldberg 10 (Crustacea) Goldberg 11 (Echinoderms)
6	March 2, 4	Macroorganisms - Algae, sponges, other marine invertebrates *students pick an invert and make a slide	Goldberg Ch 12 (The effect of feeding by reef fishes on corals and coral reefs) Dubinsky p332-343 (Coral Reef Fishes: Opportunities, challenges and concerns)



Week	Date	Topics	Readings for Following Week
7	March 9, 11	<p>QUIZ #3</p> <p>Macroorganisms -Vertebrate species (fishes, elasmobranchs, marine mammals, reptiles)</p> <p>*students pick a vertebrate and make a slide</p>	Study for Mid-Term Exam
8	March 16, 18	<p>Macroorganisms - continued</p> <p>Benefits of corals – Ecological goods and services</p> <p>Review for mid-term exam (via Zoom)</p>	<p>Moberg - Ecological goods and services of coral reef ecosystems (1999)</p> <p>Goldberg Ch 15 (Reefs now and the next 100 years)</p> <p>Graduate students (pick one):</p> <p>Hughes et al. Spatial and temporal patterns of mass bleaching of corals (2018)</p> <p>Dulvy - You can swim but you can't hide: The global status and conservation of oceanic pelagic sharks and rays (2008)</p> <p>Feary - Latitudinal shifts in coral reef fishes: why some species do, and others do not, shift (2013)</p> <p>Hawkes - Climate change and marine turtles (2009)</p>
9	March 23, 25	<p>Mid-Term Exam (March 23) - online</p> <p>Threats to coral reefs: Micro (local) impacts - overfishing, invasive species, land development/run off, pollution</p> <p>Threats to coral reefs: Macro (global) impacts - climate change, bleaching, ocean acidification, sea level rise, storm damage</p>	<p>Goldberg Ch 16 (Reef resilience, loss of biodiversity, and the role of conservation)</p> <p>Dubinsky p 509 (The resilience of coral reefs and its implications for reef management)</p> <p>Precht p143 (Legal protections for coral reefs)</p>
10	March 30, April 1	<p>QUIZ #4</p> <p>Critical Review 2 due Thursday (GRAD STUDENTS ONLY)</p> <p>Reef resilience and conservation</p> <p>Policy and legal protection involving coral reefs (MPAs etc.)</p>	<p>Precht p39 (Coral reef restoration - an overview)</p> <p>Precht p1 (Coral reef restoration - the rehabilitation of an ecosystem under siege)</p> <p>Precht p315 (Ethical dilemmas in coral reef restoration)</p>
11	April 6,8	<p>Research one-pager submitted to Dr. Salerno via Blackboard on April 6</p> <p>Coral reef restoration</p> <p>Ethical considerations of coral reef restoration</p>	<p>Zinsstag - From one medicine to one health and systemic approaches to health and well-being (2011)</p> <p>Myers and Patz - Emerging Threats to Human Health from Global Environmental Change (2009)</p> <p>Rapport and Maffi - Ecocultural health, global health, and sustainability (2011)</p>
12	April 13, 15	<p>QUIZ #5</p>	Work on 2-minute lightning talks



Week	Date	Topics	Readings for Following Week
		One Health - integrating human, animal, and ecosystem health The effects of environmental change on reefs and human health	
13	April 20, 22	Revise student lightning talks	
14	April 27, 29	Student lightning talks presented/submitted Review for Final Exam	
15	May 6		Final Exam online