

**OCCUPATIONAL SAFETY AND HEALTH ONLINE – SPRING 2016**

Rutgers University  
School of Management and Labor Relations  
Labor Studies and Employment Relations Department  
Course Number: 37:575:338:92

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*Note: The syllabus may be revised during the course. Students will be apprised of all changes.*

**Course Description:**

Work has an impact on physical and psychological health. In this course, students will explore the health and safety issues of various types of work. Students will gain an understanding of the current state of occupational safety and health in the United States and globally including the enforcement of laws regulating occupational safety and health and the roles of workers, unions, and employers. The historical, economic, and cultural forces contributing to and inhibiting solutions to occupational safety and health problems will be analyzed.

**Course Expectations:**

This course requires that you:

- Complete the Week 1 Intro Assignment;
- Write a paper on your family occupational safety and health history;
- Write an occupational safety and health term paper (Topic Proposal, Preparation Worksheet, Final Paper & Presentation);
- Complete ten weekly forums;
- Participate in forum discussions;
- Take a midterm exam; and
- Complete all required course readings and video viewings.

**Communication:**

Email using the course email of record is the primary means of communication outside of the online course shell. At least 2 or more emails are sent out each week to students using the course email. Email communication includes 1) weekly messages about the course, 2) general comments on forums once forums are graded, 3) forum first post reminders and 4) other informational email posts. Students are

expected to check their course email account frequently in order to make sure they are receiving course communications. You can change your email account of record for all of your online courses by logging into eCollege and before clicking on the course link, click on “My Profile” at the top right of the page. This updates the email address for ALL of your online courses.

**Learning Goals and Objectives:**

*How does this course meet the Labor Studies and Employment Relations (LSER) Department’s overall learning objectives?*

- Analyze a contemporary global issue in labor & employment relations from a multidisciplinary perspective
- Analyze issues of social justice related to work across local and global contexts
- Work productively in teams, in social networks, and on an individual basis

*What are the learning objectives for this course?*

- Gain a historical, economic, and organizational perspective of OSH;
- Investigate current OSH problems and solutions;
- Identify the forces that influence OSH; and
- Demonstrate the knowledge and skills needed to identify and advance safe, healthy work for oneself or others.

**Required Books and Videos:**

You are not required to purchase books. Materials such as book chapters, articles, and audio or visual clips will be available in e-college.

**Evaluation:**

Grades will be based on each of the following activities:

	<u>Points</u>
Intro Assignment	25
History Paper	100
Forums (1 @ 25 points plus 9 @ 40 points)	345*
Midterm Exam	180
Term Paper	350
Proposal (25 pts)	
Worksheet (75 pts)	
Final Paper (200 pts)	
Presentation (50 pts)	
<b>Total</b>	<b>1000</b>

\*The lowest Forum Grade for one of the Forums #2 through #9 will not be counted.

**GRADING SCALE (%):**

A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 70
F	< 60

**Forums**

An important way to learn on-line is by participating in *forums*: a discussion group where students interact through a series of posts about a particular topic. Students can communicate their insights and thoughts in a *threaded discussion* pertaining to a topic, as well as learn from one another in the process. Threaded discussions are also a means for the instructor to identify whether or not a student comprehends required reading and video assignments. Forums include instructor-generated questions and student-to-student interaction.

Points have no “absolute meaning,” – in the end, I will use my judgment in translating points into grades for the course. Implicitly, that means that grades are “curved” in the sense that they are comparative. The comparison is both to other students taking the class this semester and with those who took the class in the past.

Forums begin with each student expected to post an initial post in response to the forum question(s). **Students will not be able to see any other student’s postings until they have posted their initial post.** After the initial post, students will see all initial posts and replies that are posted at that time. Students are expected to read all of the postings and make replies as appropriate.

**Assessment of Online Forums**

It is possible to earn up to 345 points by excellence in participation in a total of ten forums. The lowest grade for one of the Forums #2 through #9 will not be counted towards your final total score. The grades for Forums #1 and #10 will always count.

The forum is like a class discussion with a set of questions. A forum is an interactive discussion and your contribution will be evaluated on a scale from minimally adequate to exceptional, with more typical responses being in the good to excellent range. The score reflects:

- How often you participated. Signing on and posting three different times to interact with other students regarding one of the questions is *minimally* adequate, whereas more extensive participation earns you more points.
- Was your participation interactive? Remember, this is a discussion – it is better to demonstrate understanding of the ideas of others before going on to your own opinion than to just “splash” your own ideas onto the page and never really interact with others.
- Were your comments thoughtful and based on the readings? Did they reflect an accurate understanding of the material being discussed or were they riddled with errors regarding the course material.

- Were your opinions backed up with personal experience or other types of evidence? Did you draw on readings from other courses, current news, or online sources of information in a manner that contributes to the discussion?
- Were your comments expressed clearly and appropriately? Do they show mastery of persuasive written English? *Please do not “flame” in these forums; be courteous of others who will be reading your comments.*

Keep current – avoid being late!

This is an interactive class – you need to keep current in the readings, viewings, and discussion forums to effectively interact with others in the class. You can only participate in forums when they are open.

You should inform me of serious personal emergencies that arise – for instance, hospitalization that makes it impossible to get online. A trip associated with your job is not such an emergency, nor is a problem with your personal computer. There are many ways to get online in hotels, in campus computing facilities, or public libraries. An online class is somewhat flexible with regard to your schedule but you must be responsible for managing your time and for getting online each week no matter what else is going on in your life. In general, I recommend that you sign into the class AT LEAST 3 times a week and that you check your Rutgers email each day.

For more information on forums refer to the Forum Guidelines document in e-college.

### **Midterm**

The midterm exam (180 points) will cover concepts and competencies students learned in the first half of the semester. The exam will consist of true/false, multiple choice, matching, and short answer questions.

In order to remain compliant with the federal requirement of student authentication in online courses, you will take your exam using Proctortrack software, a remote proctoring service. In this course, there is NO charge for the use of Proctortrack.

Detailed instructions on how to use Proctortrack are provided under course home. You will be asked in the first two weeks to take an "onboarding" pretest. This quiz will allow you to insure that you do not have problems later when it's time to take a graded exam. We recommend you use Mozilla Firefox. You must have a video camera, microphone and be able to take the exam in a private space.

Questions and requests for tech support during the authentication and verification process should be addressed by calling [888\) 326-5219 X3](tel:8883265219) or by going to [www.proctortrack.com](http://www.proctortrack.com). Questions regarding course materials and exam questions should be directed to your instructor.

### **Writing Assignments**

Students will write two papers – the OSH Family History (100 points) and an OSH Term Paper (350 points). Term paper instructions will be provided in a separate document.

Grading Criteria for Written Submissions (papers and forums):

*Content.* Writing should reflect careful, thorough consideration of the topic. Writing should also demonstrate careful reading of the course material and cite all sources that were consulted when preparing the assignment. Papers should have a clear statement of purpose and a strong conclusion.

*Mechanics.* Writing should demonstrate college level competence in grammar and style. Students with unsatisfactory writing skills will be encouraged to seek additional assistance from tutorial resources.

*Late submissions:*

- Assignments:
  - History Paper: 20 point deduction for each day late
  - Term Paper Proposal: 5 point deduction for each day late
  - Term Paper Preparation Worksheet for Term Paper: 15 point deduction for each day late
  - Final Term Paper: 40 point deduction for each day late
  - Presentation: 10 point deduction for each day late
- Forums posts will not be accepted once the forum is closed and the discussion is over. Points will be deducted for late postings during the time period allowed for the forum. Refer to the Forum Grading Matrix for more details.

*Extra credit:*

No extra credit assignments will be allowed except in extraordinary circumstances.

### **Honor Code and Academic Integrity**

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment.

Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Any such issues may result in a lower grade or be submitted to the Dean of the Labor Studies and Employment Relations Department, as appropriate. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

Students are expected to abide by the Rutgers University Code of Student Conduct. They are to conduct themselves with honesty and integrity. **Under no circumstances should text from other sources be copied word-for-word without being enclosed in quotation marks and the source referenced.**

**Review the Rutgers' academic integrity statement at this link:**

**<http://studentconduct.rutgers.edu/academic-integrity>**

Most academic integrity problems that arise are not intentional but are the consequence of failing to appropriately and carefully cite sources. Avoid plagiarism or other violations of academic integrity! Your written work (forums, papers, and the case study) will be submitted to "Turnitin.com" to insure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words.

### **Accessibility**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Outline**

Unit 1		Building a Foundation for Study
<p><b>Week 1</b> 1/20-1/26</p>	<p><b>Course Overview Intro Worksheet and Forum #1 Intro's</b></p>	<p><b>Lecture:</b> Review pdf presentation on Academic Integrity and Webpage on Plagiarism</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit introduction worksheet to instructor in drop box – due, Tuesday, 1/26</li> <li>2. <b>Forum #1</b> – closes at 11:59 PM on Friday, 1/29</li> <li>3. Family OSH History Paper Due Tuesday, 2/2</li> </ol>
<p><b>Week 2</b> 1/27-2/2</p>	<p><b>Unit 1: Building a Foundation - Historical OSH Overview</b></p> <p><i>Learning objective: Review historical events from an OSH perspective.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• OSHA. 1970. <i>Can't Take No More</i> (26:57).</li> <li>• Jeffries, M. 2007. <i>U.S. Child Labor 1908 – 1920</i> (9:22).</li> <li>• Caruso, D. 2009. <i>The Cloth Inferno- The Triangle Shirt Waist Factory Fire</i> (9:18).</li> <li>• Vineyard Video Productions. <i>You May call Her Madame Secretary</i> (3:15).</li> <li>• 2006 Denmark Documentary directed and produced by Jakob Gotschau. <i>The Evil Dust – Late Lesson from Early Warnings 4:8</i> (28:18)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Walsh-Healey Contracts Act</li> <li>• OSHA Act – Sections 1 and 2</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Family OSHA History Paper Due Tuesday, 2/2</li> </ol>
<p><b>Week 3</b> 2/3-2/9</p>	<p><b>Unit 1: OSH Concepts</b></p> <p><i>Learning Objective: Comprehend and interpret the basic principles and concepts of OSH, including frequently used terms.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding Hazard and Risk</i> (2:00)</li> <li>• <i>Risk Assessment</i> (10:27)</li> <li>• <i>What is Industrial Hygiene</i> (11:19)</li> <li>• <i>Alice Hamilton</i> (11:56)</li> <li>• TED Talk. <i>Dr. Snow</i> (10:07).</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>(Optional)</b> - ILO Encyclopedia of OSH, Chapter 30, <i>Occupational Hygiene: Goals, Definitions and General Information</i>.</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forum #2</b> – closes at 11:59 PM on Wednesday, 2/10</li> </ol>

<p><b>Week 4</b> 2/10-2/16</p>	<p><b>Unit1: OSH Power Dynamics</b></p> <p><i>Learning Objective: Identify the forces influencing OSH and analyze those forces.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• WCBN (2010) Popcorn Lung: Part I (5:59)</li> <li>• WCBN (2010) Popcorn Lung: Part II (5:21)</li> <li>• Prezi Presentation on Popcorn Lung</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• New York Times Article: <i>OSHA leaves worker safety in the hands of industry</i></li> <li>• Safety+Health Article: <i>Road to rulemaking: The steps OSHA takes to issue a new standard</i></li> <li>• NJ.COM News: <i>OSHA fines Newark food-flavoring company over workplace chemical exposure.</i></li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forum #3</b> – closes at 11:59 PM on Wednesday, 2/17</li> <li>2. <b>Receive Term Paper assignment instructions – 2/10</b></li> </ol>
<b>Unit 2</b>	<b>Regulatory Realities</b>	
<p><b>Week 5</b> 2/17-2/23</p>	<p><b>Unit 2: Regulatory Realities - OSH Act and OSHA</b></p> <p><i>Learning objective: Gain an understanding of the scope of the OSH Act and the role of OSHA.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• U.S. Department of Labor. 1980. <i>The Story of OSHA</i> (28:05)</li> <li>• U.S. Department of Labor. 2011. <i>OSHA – 40 Year History</i> (4:35)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Silverstein, M. 2008. <i>Getting Home Safe and Sound: The Occupational Safety and Health Administration at 38</i>. American Journal of Public Health.</li> <li>• CATO Institute. <i>Handbook for Congress: Occupational Safety and Health Administration</i>.</li> <li>• Weil, David. 2003. <i>OSHA: Beyond the Politics</i>. From PBS, FRONTLINE web site</li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forum #4</b> – closes at 11:59 PM on Wednesday, 2/24</li> <li>2. <b>Term Paper Topic Proposal due Tuesday, 2/23</b></li> </ol>
<p><b>Week 6</b> 2/24-3/1</p>	<p><b>Economics</b></p> <p><i>Learning Objective: Learn how market theory impacts work safety and health and analyze the effects of economics on injuries, illnesses, and fatalities.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• PBS, FRONTLINE. <i>A Dangerous Business Revisited</i> (56:43)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Levenstein, C. and Dunn, M. 2005. <i>Show Me the Money: Cost-Benefit Analysis in the Work Environment</i>. New Solutions: A Journal of Environmental and Occupational Safety and Health Policy.</li> <li>• Rosner, D. 2000. <i>When Does a Worker's Death Become a Murder?</i> American Journal of Public Health.</li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forum #5</b> – closes at 11:59 PM on Wednesday, 3/2</li> <li>2. <b>Receive Term Paper Topic Proposal approval- 3/1</b></li> <li>3. <b>Receive midterm study guide 2/24</b></li> </ol>

Unit 3	Change and Progress	
<p><b>Week 7</b> 3/2-3/8</p>	<p><b>Right to Know and Workplace Health &amp; Safety Committees</b></p> <p><i>Learning Objectives: Gain an understanding of the role information plays in occupational safety and health and learn how to access health and safety information. Examine the role of health and safety committees.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Bingham, Eula. 1983. <i>Right to Know Movement</i>. American Journal of Public Health.</li> <li>• ILO Encyclopedia of Occupational Safety and Health. From Chapter 23: <i>The COSH Movement and Right to Know</i>.</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Take exam – opens Saturday 3/5, 12:01 AM – closes Tuesday, 3/8, 11:59 PM</b></li> </ol>
<p><b>Week 8</b> 3/9-3/15</p>	<p><b>Linkages – OSH and the Environment</b></p> <p><i>Learning Objective: Identify occupational safety and health partnerships and critique their effectiveness.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• 60 Minutes Video – <i>Deepwater Horizon’s Blowout Part 1 (14:12) and Part 2 (12:21)</i></li> <li>• PBS Video – <i>Uncharted Waters: the Spill and Human Health (13:49)</i></li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• New York Times (2011). <i>Last Defense at Troubled Reactors: 50 Japanese Workers</i>.</li> <li>• ILO Encyclopedia of Occupational Safety and Health. Kohler, L. 1998. <i>Environment and the World of Work: An Integrated Approach to Sustainable Development, Environment, and the Work Environment</i>.</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Term Paper Preparation Worksheet due Tuesday, 3/22, 11:59 PM</b></li> </ol>
<p><b>Week 9</b> 3/16-3/22</p>		<p><b>Spring Recess – 11/26 to 11/29</b></p> <p><b>Assignment Due:</b></p> <ol style="list-style-type: none"> <li>1. <b>Term Paper Preparation Worksheet due Tuesday, 3/22, 11:59 PM</b></li> </ol>

<p>Week 10 3/23-3/29</p>	<p><b>Workers' Compensation</b></p> <p>Learning objectives: Gain an understanding of workers' compensation</p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• Nimitz High School (2008). Video: <i>Workers' Compensation History</i>. (10:09)</li> <li>• New York Times video: <i>The World of Hurt: The Examination</i>. (5:20)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• New Jersey Policy Research Organization Foundation (2007). <i>Workers' Compensation in New Jersey</i>. NJ PRO: Facts for Discussion.</li> <li>• Calderone, P. (2011). <i>NJ Workers' Compensation Program: A Century of Cooperation, Innovation</i>. New Jersey Law Journal.</li> <li>• Selected articles form Star-Ledger 2008 Series on NJ Workers' Compensation System</li> <li>• The Atlantic March 7, 2015 – The Puzzling Geography of Workers' Compensation</li> <li>• The Center for Public Integrity, Interview with David Michaels, Assistant Secretary of Labor on March 4, 2015 – Workplace injury, illness costs being foisted on workers, government, OSHA's Michaels says.</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forum #6</b> – closes at 11:59 PM on Wednesday 3/30</li> </ol>
<p>Week 11 3/30-4/5</p>	<p><b>Unit 3: Tripartite Responsibilities and Solutions</b></p> <p><i>Learning Objective: Identify the roles of government, employers, and unions in occupational health and analyze global efforts to improve work safety and health.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• GPS Fareed Zakaria interview with Paul O'Neill, CEO of Alcoa from 1987 to 2000 (2009)</li> <li>• BokeProductions (2012), Why is Corporate Social Responsibility important?</li> <li>• World Biz Watch (2006) – <i>Can drinking coffee save the world?</i> (4:20)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• European Agency for Safety and Health at Work. 2004. <i>National economics and safety and health fact sheet</i>.</li> <li>• Weil, D. 1991. <i>Enforcing OSHA: The Role of Labor Unions</i>. Journal of Industrial Relations.</li> <li>• Simon, S. and Cistaro, P. (2009). <i>Transforming Safety Culture</i>. Professional Safety.</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forum #7</b> – closes at 11:59 PM on Wednesday, 4/6</li> <li>2. <b>Receive Feedback on Term Paper Preparation Worksheet by 4/5</b></li> </ol>

Unit 4	21 <sup>st</sup> Century Work	
<p><b>Week 12</b> 4/6-4/12</p>	<p><b>Unit 4: 21<sup>st</sup> Century Work – OSH and Globalization</b></p> <p><i>Learning Objective: Gain a global perspective of occupational safety and health.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• Explainty video. 2013. <i>Globalization easily explained</i>. (4:18)</li> <li>• Updated version by Jose Esteves. 2013. <i>Did you know?/Shift Happens</i>. Original licensed by D. Rose, K. Fisch and S. McLeod. (8:31)</li> <li>• John Stossel, ABC News Presentation. 2004. <i>Are Sweatshop Factories Good?</i> (6:17)</li> <li>• Institute for Global Labour and Human Rights. 2011. <i>Triangle Returns</i>. (9:19)</li> <li>• International Labour Office. <i>Child Labor</i>. (2:50)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Lowenson, R. (2001). <i>Globalization and Occupational Health: A Perspective from Southern Africa</i>. Bulletin of the World Health Organization.</li> <li>• Tofani, L. (2007). <i>Chinese Workers Lose Their Lives Producing Goods for America</i>. Salt Lake City Tribune.</li> </ul> <p><b>Assignment:</b></p> <p>1. <b>Forum #8</b> – closes at 11:59 PM on Wednesday, 4/13</p>
<p><b>Week 13</b> 4/13-4/19</p>	<p><b>Unit 4: Work Transformation, Psychosocial Issues, and Terrorism</b></p> <p><i>Learning objectives: Recognize psychosocial OSH factors and identify prevention and mitigation measures. Critique response efforts to the WTC terrorist attack response and examine the OSH implications.</i></p>	<p><b>Lecture (PowerPoint) with notes:</b></p> <p><b>Viewings:</b></p> <ul style="list-style-type: none"> <li>• PBS News Hour. <i>Stress, Burnout taking toll on U.S.</i> (7:53)</li> <li>• University of Memphis. <i>Emotional Labor</i>. (2:37)</li> <li>• AP. <i>Flight Attendant becomes a cult hero</i>. (2:33)</li> <li>• Sundance Channel. <i>Dust to Dust</i>. (58:00)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Newman, David. (2014). Commentary: Protecting Worker and Public Health During Responses to Catastrophic Disasters – Learning from the World Trade Center Experience. <i>American Journal of Industrial Medicine</i> 57:1285-1298.</li> </ul> <p><b>Assignment:</b></p> <p>1. <b>Forum #9</b> – closes at 11:59 PM on Wednesday, 4/20</p>
<p><b>Week 14</b> 4/20-4/26</p>	<p><b>Term Paper and Presentation</b></p> <p><i>Learning objective: Synthesize and apply OSH knowledge by writing a term paper.</i></p>	<p><b>Assignment:</b></p> <p>1. <b>Term Paper and Presentation due on Tuesday, 4/26, 11:59 pm</b></p>
<p><b>Week 15</b> 4/27-5/4</p>	<p><b>Evaluation Week</b></p> <p><i>Leaning objective: Share lessons learned from case study paper and course.</i></p>	<p><b>Assignment:</b></p> <p>1. <b>Forum #10</b> – read group members’ case study poster presentation and critique; comment on lessons learned for course. Forum closes on Wednesday, 5/4</p>

**Readings:**

*Note: The readings and viewings contained in the syllabus may be changed or augmented.*