



# HANYANG UNIVERSITY

## Hanyang International Summer School

|                     |                    |  |             |  |         |   |
|---------------------|--------------------|--|-------------|--|---------|---|
| Faculty Information | Name               | Hye-Jin Hawkes   |             |  |         |   |
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|                     | Home University    | Hanyang University   |             |  |         |   |
|                     | Department         | College English Education Committee (CEEC)<br>Center for Creative Convergence Education  |             |  |         |   |
|                     | Homepage           |  |             |  |         |   |
| Course Information  | Class No.          | TBA  | Course Code |  | Credits | 3 |
|                     | Course Name        | Health, Environment, Lifestyle and Preserve earth (HELP)   |             |  |         |   |
|                     | Lecture Schedule   | Tue-Fri/ 13:00~16:00   |             |  |         |   |
|                     | Course Description | <p>This course is a convergence course designed to provide students with a deep understanding of the connection of how the environment, lifestyle and the broader ecosystem can affect human health and vice versa. This course is designed for students across diverse fields, including environmental science, natural science, public health, policy studies, media and communication, business, and engineering. It aims to offer individuals knowledge and practical strategies to protect their well-being while also contributing to the preservation of the environment and the sustainability of life on Earth. Through thorough investigation into the intersections of health, environment, and life, students will discover the necessity of balance, not only for the benefit of humanity but also for the sustainability of our planet. Thus, through this course students will make informed decisions to ensure a harmonious coexistence between human life and the Earth's ecosystems, especially by utilizing problem-based learning (PBL) skills.</p> |             |  |         |   |
|                     | Course Objective   | <ol style="list-style-type: none"> <li><b>To understand the interrelation:</b> Gain a comprehensive understanding of how health, the environment, and lifestyle choices are interconnected and how they impact human well-being and the sustainability of the planet.</li> <li><b>To analyze health implications:</b> Analyze the effects of environmental factors and lifestyle choices on individual and public health to identify the positive and negative aspects of these influences.</li> <li><b>To promote balanced decision-making:</b> Develop the ability to make informed decisions that sustain personal health and the preservation of the environment.</li> </ol>   |             |  |         |   |

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|                           |                            | <b>To apply Problem-Based Learning:</b> Utilize problem-based learning (PBL) skills to critically assess real-life scenarios and develop solutions by using a holistic approach to harmonize human life with the Earth's ecosystems. |  |              |
|                           | <b>Prerequisite</b>        | - None   |  |              |
|                           | <b>Materials/Textbooks</b> | Lecture notes will be provided.  |  |              |
| <b>Evaluation</b>         | <b>Attendance</b>          | 10%  | <b>Small talk</b>  | 5%           |
|                           | <b>PBL project</b>         | 20%  | <b>Mid-term Exam</b>   | 25%          |
|                           | <b>Poster Presentation</b> | 30%  | <b>Final Exam</b>  | -%           |
|                           | <b>Group Project</b>       | -%   | <b>Participation</b>   | 10%          |
|                           | <b>Etc.</b>                | <b>Evaluation Item</b>   |  | <b>Ratio</b> |
|                           |                            |  |  | %            |
|                           |                            |  |  | %            |
| <b>Daily Lecture Plan</b> | <b>Week 1</b>              | Day 1  | <b>Introduction to Health, Environment and Lifestyle: Preserve yourself (HELP)</b><br><ul style="list-style-type: none"> <li>HELP and modern society</li> <li>How companies, media, government, and organizations mislead HELP</li> </ul>  |              |
|                           |                            | Day 2  | <b>Health: Diet 1 –Low Carbohydrate and sugar free diet</b><br><ul style="list-style-type: none"> <li>Myth of low carbohydrate and sugar free diet</li> <li>Why that can be dangerous</li> <li>How can you benefit from a low carbohydrate and sugar free diet?</li> <li>How companies, media, government, and organizations mislead this</li> </ul> |              |
|                           |                            | Day 3  | <b>Health: Diet 2 – No Gluten and Keto diet</b><br><ul style="list-style-type: none"> <li>Is gluten bad for you? History of wheat and gluten: how they changed</li> <li>Is the Keto diet good for you? Misconceptions of the Keto diet</li> <li>How companies, media, government, and organizations mislead this</li> </ul>                          |              |
|                           |                            | Day 4  | <b>Health: Diet 3 – Vegan and Vegetarian diet</b><br><ul style="list-style-type: none"> <li>Benefits of veganism and vegetarianism</li> </ul>  |              |

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|  |               |       | <ul style="list-style-type: none"> <li>• Are artificial meats and processed vegan food beneficial?</li> <li>• How can you benefit from Vegan and Vegetarian diet?</li> <li>• How companies, media, government, and organizations mislead this</li> </ul>  |  |
|  | <b>Week 2</b> | Day 1 | <b>Health: Fasting and diet</b> <ul style="list-style-type: none"> <li>• Is fasting important? I.e. intermittent fasting</li> <li>• Eating healthy food vs fasting?</li> <li>• How companies, media, government, and organizations mislead this</li> </ul>  |  |
|  |               | Day 2 | <b>Environment: Herbicides and pesticides</b> <ul style="list-style-type: none"> <li>• Organic food. Is it necessary?</li> <li>• United Nations' effort to control herbicides and pesticides</li> <li>• How dangerous are herbicides and pesticides?</li> <li>• How companies, media, government, and organizations mislead this</li> </ul> |  |
|  |               | Day 3 | <b>Environment: Pollutions and Farming</b> <ul style="list-style-type: none"> <li>• Water and soil pollution in farming</li> <li>• Mono-culture farming and its negative effect in pollutions</li> <li>• How companies, media, government, and organizations mislead this</li> </ul>  |  |
|  |               | Day 4 | <b>Environment: Additives and chemicals</b> <ul style="list-style-type: none"> <li>• What you eat is not edible. Additives and chemicals are in all processed products</li> <li>• How to discern edible and not edible food products</li> <li>• How companies, media, government, and organizations mislead this</li> </ul>                 |  |
|  | <b>Week 3</b> | Day 1 | <b>Mid-Term Exam</b>  |  |
|  |               | Day 2 | <b>Environment: Genetically modified food</b> <ul style="list-style-type: none"> <li>• Merits of genetically modified food for the earth population</li> <li>• Crucial defects of genetically modified food</li> <li>• How companies, media, government, and organizations mislead this</li> </ul>  |  |
|  |               | Day 3 | <b>Lifestyle: Exercise and physical and psychological well-being</b> <ul style="list-style-type: none"> <li>• Is exercise more important than eating and resting?</li> <li>• Exercise, diet, and mental health are all related</li> <li>• Anxiety, depression, and exercise</li> </ul>  |  |
|  |               | Day 4 | <b>Lifestyle: YOLO vs YODO</b>  |  |

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|--|-------------------|-------|---|
|  |                   |       | <ul style="list-style-type: none"> <li>• Save money for a house or travel destination?</li> <li>• How to measure quality of Life?</li> <li>• Government and companies' roles</li> </ul> |
|  | <b>Week<br/>4</b> | Day 1 | <b>Lifestyle: What is a balanced life?</b> <ul style="list-style-type: none"> <li>• How can you balance health, environment, and life to preserve yourself?</li> </ul>                  |
|  |                   | Day 2 | <b>Poster Presentations</b>   |
|  |                   | Day 3 | <b>Poster Presentations</b>   |
|  |                   | Day 4 | Graduation  |

#### ASSESSMENT

| Attendance | Participation | Small talk | Mid-Term | PBL project | Poster |
|------------|---------------|------------|----------|-------------|--------|
| 10%        | 10%           | 5%         | 25%      | 20%         | 30%    |

#### 1. Small talk

Students are expected to find misinformed information in health, environment or life that caused imbalance in our life (the ecosystem), then present it in class to peers.

- What to present: (1) What it is; (2) Why you chose it; (3) Why it is misinformed information
- How long: 1 or 2 minutes.
- Format: informal/casual presentation (no ppt required but image, video or link should be presented)
- Assessment: Complete (5%) or Not complete (0%)

#### 2. Mid-Term

Students are expected to learn theories of this course and will be assessed based on what they learned. Multiple choice and short answer questions.

#### 3. PBL project

Students will choose a topic that they experienced in their real life where your or public health is affected because of inappropriate lifestyle or human damaging the environment.

- Topic: find a situation where you personally experienced or witnessed how you or public health was negatively affected due to human errors in health, environment or life in general.
- What to do: analyze it and discuss the causes and effects.

- c. Assessment type: written report
- d. Assessment criteria: organization, answer to the question, informative delivery, topic development, and constructive criticism.

#### 4. Poster event

Students are expected to present their chosen topic through a poster presentation. The topic will be based on what they learned and how they can apply it to real life, using their major(s).

- a. What to do
  - i. find a case where the balance of life is impaired due to not preserving the earth correctly such as public health, environment or lifestyle. Utilize what you have learned in this course to find case studies (individuals, companies, communities, governments, etc.)
  - ii. Then analyze, criticize and recommend the best way to improve the situation.
    - a. Utilize what you learned in this course
    - b. Apply your knowledge in your major to suggest the best way to improve this situation
- b. What to include: choose one or two examples and they must be connected:
  - i. Introduction: rationale for choosing the topic.
  - ii. Body: what happened -> causes -> impact -> suggestions.
  - iii. Conclusion: what is your professional opinion about the topic based on your research so far.
  - iv. Assessment type: poster
  - v. Assessment criteria: formatting, poster content, presentation and teamwork.