

**THE UNIVERSITY OF VICTORIA
GEOGRAPHY 491 A01**

Jan 1, 2015

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Health and Place
January 2015

**LECTURE SCHEDULE: M & R 1:00-2:20
Classroom: DSB C130**

**OFFICE HOURS: Monday 10-12 or by
appointment**

**LECTURE SCHEDULE:
Course Description**

This is a **capstone course** for students interested in issues of health and place. Building on previous courses in the department such as: medical geography, environment and health, disaster planning and community resilience, etc. this course will allow students to explore the mechanisms by which place or geography influences the health and well-being of individuals and populations. Organized in a seminar and lecture format, students will participate in and lead discussions about varied topics on health and place for example: emotional and embodied geographies, stress and mental health, the geography of ageing, or the geography of changing family dynamics, implications of place across the life course changing population dynamics in contemporary society, mobility and migration trends, exploration of health inequalities, access to health care, therapeutic landscapes, social vulnerability around disasters, etc.

Specific skills that you will develop in this course include: greater awareness of place-based theories of health, critical review of the literature, basic principles of research, and the refinement of skills in the areas of writing, editing and presentations.

Pre-requisites: 101A or 101B, one course in statistics or qualitative research methods, and at least one of 346, 366 or 339.

Learning Outcomes:

- introduce different perspectives and core concepts for exploring the influence of place on the health and well-being of individuals and populations
- to consider the role of scale (micro, meso and macro) in influencing relationships between health and place
- to develop relevant case studies to build knowledge about issues related to health and place
- to gain experience with qualitative and quantitative approaches to issues of health and place
- build skills with critical reading of the literature, writing and presentations

Course Information:

There is no main textbook for this course, but students are required to keep up with core readings *prior to class* and to participate in class discussions in meaningful ways (e.g., attendance, active participation, bringing news items and journal articles to class, etc. Please see Coursespace for additional course information and documents, updates and links to weekly readings.

MARK ALLOCATION and ASSIGNMENT DESCRIPTIONS:

(20%) Powerpoint or (narrated Powerpoint) on health and place from a personal, micro, qualitative perspective. Each student will develop a 10 minute powerpoint presentation (narrated or personally delivered). The slideshow will have a maximum 10 slides with a maximum presentation time of 10-12 minutes). Marks will be lost for overtime and too many slides. While this assignment emphasizes visual representations of health and place it is important that your presentation be structured to include an introduction with a clearly identified problem or issue statement, Presentations will take place on **January 29, 2015 and Feb 2nd**. Major themes to be covered can be discussed with instructor beforehand but should focus on qualitative, personalized accounts of health and place such as: stress, mental health, emotional geographies, embodied geographies, disease family trees, etc.

(25 %) Reading Reports/ Annotated bibliography/Student-led discussion of article (20% reading report and 5% presentation of article).

Students will be responsible for developing 3 reading reports (you can choose among the required asterisked readings at the beginning of the course). For the selected papers, each student is expected to complete an annotated bibliography reading report (see Coursespaces) of 2 pages in length for each article and **APA v6.0 format** summarizing the citation and main

ideas from the readings and including 2-3 questions that the readings generate for you in a given week. Your summary should highlight key definitions and themes, issues and problem identification, etc.

(5%) Article Discussion. Students pick their own article on a meso-scale topic (e.g., healthy communities, inequalities in health, public health, therapeutic landscapes or issues related to the intersections between age, gender, disability and place). Students will lead a short, 5 minute discussion around the specific content of the article, its strengths and weaknesses and questions it raised. A reading report will be generated for this article and added to the reading report above. Student-led seminar discussions will take place on **Feb 23 and electronic reading reports are due on Feb 23rd**. Students can discuss articles to present beforehand with me by **February 5th**. Selected articles should be research-oriented and on a meso-scale topic. (See above).

(60%) 2 Case Study Reports. (30% each). Students are responsible for developing 2 case study reports in the latter half of the course aimed at health and place issues at the meso- and macro-scales. Each report is worth 30% and must be no more than 2000 words (~8 pages in length (double-spaced) before references (**APA v6.0 format must be used for references**). Each report should have a title page, with the course number, paper title, student name, id, date and running head. These case study reports are designed to allow students to introduce, discuss and summarize a health and place issue or problem after consultation with me (basic format = introduction, background literature, evidence/findings and conclusions). Clarity (clear

purpose statement and sectioning), logical flow, grammar, pagination are important. Students will have some class time to work together in groups to discuss your case study, issues and results and Papers will be formulated and developed individually. Please see the Case Study Report outline on Coursespaces to help you to construct your paper. Deadlines for each case study report are listed below. Papers can be in electronic or paper form.

Case Study Report 1: March 2, 2015

Case Study Report 2: March 30, 2015.

COLLEGIALITY:

Class should be a safe learning environment where people can express ideas and opinions, as well as engage in critical, academic discussion.

DUE DATES:

Extensions will only be granted under exceptional circumstances (e.g. documented medical evidence/notes from physicians). Late assignments will result in a grade reduction on the assignment of (at minimum) **5%** per day.

ACADEMIC INTEGRITY:

It is the students' responsibility to understand that plagiarism is refers to misrepresenting someone else's work as your own and will not be tolerated. Please refer to UVic policy: *The University of Victoria's Policy on Academic Integrity* found at <http://web.uvic.ca/calendar2006/FACS /UnIn/UARe/PoAcl.html> will guide our grading of your work. Plagiarism detection software program to detect plagiarism in essays, term papers and other assignments may be used in this course.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Mark Assignments

	<i>Mark</i>	<i>Grade</i>	<i>GP Value</i>	<i>Mark</i>	<i>Grade</i>	<i>GP Value</i>	<i>Mark</i>	<i>Grade</i>
90-100	A+	9	77-79	B+	6	65-69	C+	3
85-89	A	8	73-76	B	5	60-64	C	2
80-84	A-	7	70-72	B-	4	50-59	D	1
						<50	F	Fail

Some of the Core Concepts to be discovered and considered:

Health, place, identity, wellness, vulnerability, iatrogenic illness, ecological models of vulnerability, population health, biomedical vs social models of care, environment and human

health, health inequalities, embodied and emotional geographies, landscapes, therapeutic landscapes, sacred space, chronic vs acute illness, mortality and morbidity, age, gender, determinants of health, qualitative and quantitative methods, epidemics, epigenetics.

Weekly Schedule and Readings

Date	Topic	Readings
Jan 5 M	<p>Section 1. Introduction to course. Review syllabus. Course Assignments. <i>Key questions:</i> How do places influence our personal health and well-being? Is it the job of education to influence your social, emotional and spiritual health?</p> <ul style="list-style-type: none"> • Exercise: values and motivations. 	
Jan 8	<p>Introduction to core concepts <i>Key questions:</i></p> <ul style="list-style-type: none"> • What is health? What is well-being? What are the distinctions between health and medical geography? To what degree do they overlap or retain distinctiveness? (biomedical vs social models of care). 	Kearns & Collins 2010*
Jan 12 M	<p>Intro to core concepts (continued) <i>Key questions:</i> What are the leading causes of mortality and morbidity? Who is most affected by these? i.e., who are the vulnerable populations? What kind of methods should we use to study health and place (quantitative and qualitative, determinants of health, acute vs chronic illness)?</p>	Dorn et al. 2010* Marmot and Allen, 2014
Jan 15	<p>Section 2. Micro-scale studies of health and place - mental health, stress, emotions, and embodied geographies, Mental health and introduction to the concept of ‘geographies of care’ <i>Key questions:</i> How is mental health influenced by place? How do issues of health and illness, wellness and disease relate to mental health? What are the most prevalent mental health conditions in contemporary society? Through what mechanisms does geography influence mental health? (stress, addictions, bullying, etc.)</p>	Curtis, 2010, Ch. 7*
Jan 19 M	<p>Guest Lecture: Heather Cooke, PhD Candidate - Design matters in dementia care: the role of the physical environment in dementia care settings Physical Environment and Health <i>Key questions:</i> How does the physical environment influence health and well-being for vulnerable populations?</p>	Mazzei, Gillan, Cloutier 2014 Steinberg 2009, Ch. 1, 1-24.
Jan 22	<p><i>Key questions:</i> What is the relationship between emotions, embodiment and health? Why have geographers engaged with the study of emotions? How do</p>	Davidson & Milligan 2004*

	<p>emotional geographies and embodied geographies reflect issues of health and space? How do external influences like the media, peers influence our emotional well-being? Why is 'sitting the new smoking?' (<i>stress, vulnerability, mental health</i>)</p> <p>*Discuss powerpoint assignment</p>	
Jan 26 M	<p>Vulnerability and Resilience: A Lifecourse Perspective <i>Key questions:</i> How do we understand individual vulnerability and resilience in the context of health? What is a lifecourse perspective and how does it help us to understand person and place relationships across time and space?</p> <ul style="list-style-type: none"> • Sign up for presentations 	Worth 2011*
Jan 29	Assignment 1 Due Powerpoints presented - Part 1	
Feb 2 M	<p>Powerpoints, Part 2</p> <p>Start Section 3 of Course. Meso-scale studies of health and place. Society, health and inequality, Intersections: e.g., age, gender, disability and other intersections Population and Public Health - Lessons from city planning historically – sanitation, smoking, etc.</p>	Kulkarni and Subramanian 2010*
Feb 5	<p>Population and public health - Part 2 <i>Key questions:</i> What are the most pressing/current public health challenges in BC? (in Victoria?) What is the BC healthy living alliance? What is their role in influencing health in BC? What priorities have they developed? Are they actionable? Are the priorities for BCers the same as for Victorians? http://site.ebrary.com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=10478683</p> <ul style="list-style-type: none"> • Students select their article for discussion and let me know. 	BC Healthy Living Alliance, 2011
Feb 9 M	Reading Break	
Feb 12	Reading Break	
Feb 15 M	<p>Therapeutic Landscapes <i>Key questions:</i> What is a therapeutic environment? Therapeutic landscape? How meaningful is a therapeutic landscape lens in the study of health and place? What are its strengths and weaknesses?</p>	Conradson 2005 Williams, 1998
Feb 19	<p>Guest Lecture: Rob Buchan, PhD Candidate 'Food System Planning at the Local Government Level'</p> <ul style="list-style-type: none"> • Discuss Case Study Report 1 Assignment 	Buchan et al., 2014+
Feb 23 M	Intersections and relationality: health and place: Age, gender, ethnicity,	CPHI 2006

	<p>disability</p> <p><i>Key questions:</i></p> <p>How does health and behavior compare in the 5 most urban cities in Canada?</p> <p>Why do women live longer than men but experience greater morbidity?</p> <p>How do SES and SD characteristics affect health and place relationships?</p> <p>http://site.ebrary.com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=10197388</p> <ul style="list-style-type: none"> • Assignment 2 Due: Student-led seminars and Reading Reports (meso-scale article). • Debates/Synthesis/Discussion: what are the key insights gleaned from the articles presented? What questions remain? 	<p>Report on health in urban places, chapter 2</p> <p>Leippert and Reutter, 2005.</p> <p>See also Carly Weeks, globe and Mail Feb 24, 2010. "Life Expectancy Gap Closing Between Men and Women"</p>
Feb 26	Instructor away. Class time for working on case study report # 1	
	Assignment 2. Case Study Report 1 Due (forward by email)	
Mar 2 M	<p>Section 4. Macro-scale Global and Regional Healthy Communities/healthy cities;</p> <p>Health Profiling and the global burden of disease</p> <p><i>Key questions:</i></p> <p>What does the global burden of disease mean? What is the healthy communities' movement? What are its goals? What is an obesogenic environment? According to the World Health Organization and other bodies obesity is one of the greatest challenges of developing nations today? What are some other pressing worldwide health and place challenges? How do these challenges compare to health issues in Canada?</p> <p>http://www.oecd-ilibrary.org.ezproxy.library.uvic.ca/docserver/download/5ksm2rwz9z7k.pdf?expires=1419972474&id=id&accname=guest&checksum=C2B9660A133D4F4594E7CB39FAB4C93C</p> <ul style="list-style-type: none"> • Assignment 3: Case Study Report 1 Due 	OECD report
Mar 5	<p>Health and inequality – overcoming the dualisms of space and place and time and space e.g. Soja)</p> <p><i>Key questions:</i></p> <p>How does geography influence inequality? What is uneven development? What is the UNEP human development index?</p>	Cummins et al. 2007
Mar 9 M	Guest Lecture: Emily Dicken, PhD Candidate Emergency Management/Disaster Planning	TBD
Mar 12	<p>Health Care in Canada – Romanow and other Reports</p> <ul style="list-style-type: none"> • Discuss Case Study Report 2 	Romanow Report 2002; Read executive

		summary
Mar 16 M	<p>Access to health care: Urban and rural differences</p> <p><i>Key questions:</i> What conditions/factors influence differences between the health and wellness of rural and urban populations? How do you think rural and urban places differ at a finer scale e.g., Duncan vs Victoria, or Nanaimo vs Parksville, for example?</p>	<p>Allan et al., 2011;</p> <p>Cloutier et al., 2006</p>
Mar 19	<p>West vs East: Allopathic vs other forms of medicine</p> <p><i>Key questions:</i> How do different philosophies/cultures/religions influence the experience of health in different places? What is the relationship between sacred space and health? How does this link to therapeutic landscapes?</p>	Andrews et al. 2010
Mar 23 M	<p>Infectious disease diffusion</p> <p><i>Key questions:</i> How does geography influence the spread of disease and epidemics?</p>	<p>Meade and Earickson, Ch.8 2000</p> <p>See also Gatrell, 2009</p>
Mar 26	<p>Landscapes of Care: policy, technology and health and wellness Part 1</p> <p><i>Key questions:</i> Is technology an enabler or a barrier to health and wellness?</p> <ul style="list-style-type: none"> • Class time for group discussions of Case Study Reports 	Milligan & Wiles, 2005
Mar 30 M	<p>Technology and health and wellness Part 2</p> <p><i>Key questions:</i> Based on earlier discussions, what is the role of technology as either enabling or acting as a barrier to health and wellness in places? What types of technologies and to what effect?</p> <ul style="list-style-type: none"> • Debates/Synthesis/Discussion: what are the key insights gleaned from the articles presented? What questions remain? • Assignment 4. Case Study Report 2 Due 	
Apr 2	Course Summary: Review of learning outcomes and Course Evaluation.	

The University of Victoria is committed to promoting, protecting and providing a positive and safe learning and working environment for all its members January 7, 2011