

THE UNIVERSITY OF VICTORIA  
GEOGRAPHY 491 A01

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Health and Place  
(or Space and Place, Health and Healing)  
January 2016

LECTURE SCHEDULE: M & R 11:30-  
12:50

Classroom: CLE B415

OFFICE HOURS: Monday 2-4, Thursday  
2-3 or by appointment

## LECTURE SCHEDULE:

### Course Description

This course is what we call a 'capstone' course for students who have interest and experience in issues related to space, place, health and healing. It builds on previous courses in the department such as: cultural geography, medical geography, environment and health, disaster planning and community resilience and methods of analysis (quantitative and qualitative). Organized in a mixture of seminars, lectures and guest speakers, students are expected to develop expertise and actively engage in, and lead discussions about varied topics on health and place (e.g., stress and mental health, ageing and population, changing family dynamics, spirituality and healing, emotional and embodied geographies, place and space across the life course, healthy communities, population health approaches, pop culture and health, mobility and migration trends, vulnerable populations and health inequalities, access to health care, therapeutic landscapes and social vulnerability to disasters, etc.).

**Specific skills** that you can expect to develop and advance include: expertise in health-related issues, attention to critical thinking and problem solving, research methods, presentations, and honing your writing skills. Your final paper will be developed into a course publication for broader dissemination. Ideally, you will also present your paper findings at the end of year student conference. These papers will be suitable for your personal portfolios/job dossiers.

**Pre-requisites:** Ideal pre-requisites are introduction to human geography, or environment and human interaction, one course in statistics or qualitative research methods, and at least one of: geography of environment and health, medical geography or disaster planning and community resilience. Without these pre-requisites please come and see me about participating.

### Learning Outcomes:

- *Deepen your understanding of different perspectives and core concepts for exploring the influence of place, space on the health, well-being and healing of individuals and populations consider how scale (i.e., micro, meso and macro) influences these relationships.*
- *Gain experience with qualitative and quantitative approaches to issues of health and place*

- **Build skills with critical reading of the literature,**
- **Writing and presentation skills**
- **Explore relevant case studies to build knowledge about issues related to health and place.**

### **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 use core readings in your literature review. Students should participate in class discussions in 'meaningful ways' (e.g., attendance, active participation, bringing news items and journal articles to class, etc). Please see Coursespaces for additional course information and weekly updates and links.

### **Examples of 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, qualitative and quantitative methods, social justice,** epidemics, epigenetics.

### **MARK ALLOCATION and ASSIGNMENT DESCRIPTIONS:**

**Assignment 1. Visual Essay (25%) (Stage 1. Developing your passion).** Using speaking notes and posterboards, or software such as Powerpoint, students will be expected to give a 12-15 minute presentation on a topic related to space and place, health and healing from a micro-level, subjective/personal experience perspective. The slideshow will be restricted to a maximum 10-12 slides to allow you to finish your presentation in under 15 minutes (conference style). Major themes to be addressed must be discussed with me prior to the presentation.

This visual assignment will emphasize visual illustrations and make a link between your personal life experiences and issues of social justice, identity or health inequality in relation to health and place. Example topics include: stress and the physical environment, mental health and sense of place, bullying and territoriality, relational family geographies, disease family trees, places for healing and wellness, migration/mobility, sports and health, homelessness, risk, vulnerability, resilience, graffiti, gender, culture, healthy neighborhoods, etc.

Your presentation should have 4 sections: (1) **introduction** - provide a clear introductory statement of your topic/purpose. Are you working from a perspective of social justice; to reduce health inequalities; or to support identity?; (2) **background context** section where you highlight why this subject is important to issues of health and place; who is affected by it? When? How?; (3) **data/evidence** from the research literature (i.e., 6-8 citations; half from class readings) that provide illustrations/cases/datasets/research evidence that support your personal experience and (4) **conclusions** - summarize key points, suggest future studies that can be undertaken.

Visual essays and powerpoint presentations with your notes embedded are to be presented in class the week of **January 25 and 28.**

### **Assignment 2. Literature Review (25%). (Stage 2. Increasing and expanding your knowledge)**

Students will be responsible for developing a literature review to support your final paper. The literature review should be up to 12 pages in length (double-spaced and double-sided). At least 7 course readings must be cited and used appropriately in your bibliographies for your paper and there can be no fewer than 15 citations in the overall literature review (the majority being

from the peer reviewed literature.). Your literature review paper topics must be cleared with me beforehand. The review should use **APA v6.0 format** and have: an introduction, body and conclusion section with clear headings and subheadings throughout. Each literature review paper should have a title page, with the course number, paper title, student name, id, date and running head and should be paginated and have a Reference section at the end. These papers can be submitted electronically. The intent of the literature review is not to review single articles one after another, but to review and synthesize the main points of articles under several, logical and meaningful subheadings. I can help you with this if you are struggling. This assignment is due **February 25**. Marks will be based on the quality of the writing, literature cited, conclusions, organization and logical flow throughout and appearance.

**Assignment 3a and 3b. Major papers. (Draft 1 - 25% and Draft 2 and presentation - 25%)**

Students are responsible for developing a major paper in this course on a subject that should address an important social problem that draws on the literature you gathered from your review. Papers should be 12-15 pages in length (double-spaced and double-sided, and 12 point font (not including references (All papers should use **APA v6.0 format**)). Each paper should have a title page, with the course number, paper title, student name, id, date and running head. These papers can be submitted electronically.

The basic structure/format of these papers/case study reports requires 5 sections = introduction, background literature, data/evidence/findings, conclusions and references). Students will be marked on the basis of clarity (clear purpose statement and sectioning), logical flow, grammar, sentence structure, coherence, quality of data and quality of argument/conclusions. You will have one opportunity to receive feedback on your first draft and then re-submit your paper (draft 2). We will take time in class between draft 1 and draft 2 to discuss your case study, issues and results in the group prior to the final submission. For the final paper, you will be required to write an additional 1-2 pages (double-sided) to summarize how you have improved the paper. In addition, you should add between 3-5 new references to the final paper between time 1 and time 2.

**Draft 1: Due March 17<sup>th</sup>.**

**Draft 1: Returned by March 24<sup>th</sup>**

**Draft 2: Presentations March 31<sup>st</sup>**

**Draft 2: Final due April 4<sup>th</sup>.**

**COLLEGIALITY:**

Our class is meant to be a safe learning environment for exploring and expressing ideas and opinions, as well as engaging 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

	Mark	Grade	GP Value	Mark	Grade	GP Value	Mark	Grade
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

## Weekly Schedule and Readings

Date	Topic	Readings
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*\* Note: articles that are asterisked are highly recommended readings.*

*Students are expected to do readings for each week prior to class.*

Jan 4 M	<p><b>Section 1. Introduction to course.</b> Review syllabus. Review Course Assignments and deadlines. <i>Key questions or concepts:</i></p> <ul style="list-style-type: none"> <li><i>How do we define place, space and health? What is the relationship between them? How do place and space influence our personal health and well-being (i.e., social, emotional and spiritual health)?</i></li> <li><i>Scales of understanding</i></li> </ul>	
Jan 7	<p><b>Introduction to core concepts</b> <i>Key questions or concepts:</i></p> <ul style="list-style-type: none"> <li>Health inequalities</li> <li>Social justice</li> <li>Identity</li> <li>Equity, equality and accessibility</li> <li><b>Exercise: ethics, values and motivations, mandala of health.</b></li> </ul>	Kearns & Collins 2010* Dorling et al 2009* Pacione 2009
Jan 11 M	<p><b>Intro to core concepts (final)</b></p> <ul style="list-style-type: none"> <li>Data, models, theories (disease ecology, determinants of health, lifecourse, therapeutic landscapes) should we use to study health and place, space and healing (quantitative vs qualitative, geomatics, epidemiology to narrative analysis)?</li> </ul>	Dorn et al. 2010*  Marmot and Allen, 2014

Jan 14	<p><b>Section 2. Micro-scale studies of health and place:</b>  <b>Identity, mental health, stress, emotions, and embodied geographies</b>  <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.). How do external influences like peers, family, the media, influence our emotional well-being?  <i>(stress, vulnerability and resilience, mental health)</i>  <b>*Discuss Visual Essay Assignment Criteria</b></p>	<p>Curtis, 2010, Ch. 7*</p> <p>Davidson &amp; Milligan 2004*</p>
Jan 18 M	<p><b>Guest Lecture: Dr. Michael Hayes</b>  <b>Medical and Health Geography: Past, present and future</b>  <i>Key questions:</i>  What are the distinctions and history around medical and health geography? To what degree do they overlap or retain distinctiveness? (what are biomedical vs social models of care?) and how do these relate to the determinants of health?</p>	<p>Moon 2009</p>
Jan 21	<p><b>Guest Lecturer: Dr. Jim Gardner</b>  <b>Physical environment and health Part 1.</b>  <i>Key questions:</i>  How does the physical environment influence health and well-being for vulnerable populations?</p>	
Jan 25 M	<p><b>Physical Environment Part 2 and the Lifecourse</b>  <b>Dementia Care Settings</b>  <i>Key questions and concepts:</i></p> <ul style="list-style-type: none"> <li>• What is a Lifecourse Perspective?</li> </ul> <p>What is the relationship between emotions, embodiment and health? How and why have geographers engaged with the study of emotions? How do emotional geographies and embodied geographies reflect issues of health and space? What is a lifecourse perspective and how does it help us as geographers to understand person and place relationships across time and space?</p>	<p>Mazzei, Gillan, Cloutier 2014*</p> <p>Steinberg 2009, Ch. 1, 1-24.</p> <p>Worth 2011*</p>
Jan 28	<p><b>Assignment 1 – Visual Essay Presentations - Part 1</b></p>	
Feb 1 M	<p><b>Assignment 1 – Visual Essay Presentations - Part 2</b>  <b>Population and public health: Determinants of Health: Gender and Culture, intersectionality</b>  <b>Section 3 of Course. Meso-scale studies of health and place.</b>  Lessons from history, e.g., Whitehall studies, Health Canada  Townsend - Poverty and health, digital divide</p>	<p>Kulkarni and Subramanian 2010*</p>
Feb 4	<p><b>Population and public health - Part 2</b>  <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</p>	<p>*BC Healthy Living Alliance, 2011</p>

	<p>health in BC? What priorities have they developed? Are they actionable? Are the priorities for BCers the same as for Victorians?</p> <p><a href="http://site.ebrary.com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=10478683">http://site.ebrary.com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=10478683</a></p>	
Feb 8 M	<b>Reading Break</b>	
Feb 11	<b>Reading Break</b>	
Feb 15 M	<p><b>Therapeutic Landscapes</b></p> <p><i>Key questions:</i></p> <p>What is a therapeutic environment? Therapeutic landscape? Sacred space? How meaningful is a therapeutic landscape lens in the study of health and place? What are its strengths and weaknesses?</p>	<p>*Conradson 2005</p> <p>Williams, 1998</p>
Feb 18	<b>Guest Lecture: Emily Dicken, PhD Candidate</b> <b>Indigenous Knowledge and Emergency Preparedness</b>	<b>TBA</b>
Feb 22 M	<p><b>Gender and Healthy Places: Urban and Rural Differences</b></p> <p><i>Key questions:</i></p> <p>How do urban and rural places compare in terms of health and wellness? How does health status and behavior compare in the 5 most urban cities in Canada? Gender and Health at the meso/macro scales</p> <p>Why do women live longer than men but experience greater morbidity? How do SES and SD characteristics affect health and place relationships?</p> <p><a href="http://site.ebrary.com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=10197388">http://site.ebrary.com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=10197388</a></p>	<p>*CIHI 2003 Report on health in urban places, chapter 2</p> <p>Leippert and Reutter, 2005.</p>
Feb 25	<b>Assignment 2. Literature Review Due</b>	
Feb 29	<p><b>Section 4. Macro-scale Regional and Global Health Challenges</b></p> <ul style="list-style-type: none"> <li>• Global burden of disease</li> <li>• Disease Ecology – Infectious Diseases</li> </ul> <p><i>Key questions:</i></p> <p>How does geography influence the spread of disease and epidemics? What does the global burden of disease mean? How does it measure health? What are some other pressing worldwide health and place challenges? How do these challenges compare to health issues in Canada?</p>	<p>*<a href="http://knowledge.sagepub.com/view/geography/n294.xml?rskey=JA7a9i&amp;row=1">http://knowledge.sagepub.com/view/geography/n294.xml?rskey=JA7a9i&amp;row=1</a></p>
Mar 3	<b>Guest Lecture: Jade Yehia, CRD Planner</b> <b>Healthy Built Environments in the CRD</b>	<a href="http://www.phsa.ca/Documents/linkagestoolkitrevisedoct16_2014_full.pdf">http://www.phsa.ca/Documents/linkagestoolkitrevisedoct16_2014_full.pdf</a>
Mar 7 M	<b>Environmental health challenges: from climate change to contamination, biodiversity, water, deforestation</b>	
Mar 10	<b>Section 4. Macro-scale Global and Regional Profiles</b> <b>Migration and the Healthy Immigrant Effect</b>	

	<b>Syrian Refugees</b>	
Mar 14 M	<b>Health Care in Canada – Romanow and other Reports. Equity and Accessibility</b>	Romanow Report 2002; Read executive summary Cloutier et al., 2006
Mar 17	<b>Paper - Draft 1 Due</b>	Andrews et al. 2010
Mar 21 M	<b>Alternative and Complementary Medicine West vs East: Allopathic vs other forms of medicine</b> <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? Infectious disease diffusion	Meade and Earickson, Ch.8 2000  See also Gatrell, 2009
Mar 24	<b>The WHO Healthy Communities Movement</b> • <b>Paper Draft 1 returned to class and class time for discussion</b>	Milligan & Wiles, 2005
Mar 28 M	<b>Technology and health and wellness</b> <i>Key questions:</i> 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?	
Mar 31	<b>Student Presentations of Papers</b>	
April 4	<b>Course Summary: Review of learning outcomes and Course Evaluation. Paper Draft 2 due</b>	

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