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**COURSE OUTLINE**  
**Environment and Health, CRN 11817**

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**Office Hours: Monday: 9-12 or by appointment**

**Office Location:** B360 David Turpin Building

**Contact:** [dcloutier@uvic.ca](mailto:dcloutier@uvic.ca)

**Classroom:** Elliot Building, Room 060, 1:00-2:20

**COURSE DESCRIPTION**

**2017 Focus:** This course is for students who have an interest in issues related to health and the environment. We will explore the factors that make people and places healthy, and also those that compromise individual, community, population and physical environment health and well-being, healing and wellness. This course builds on previous courses in the department such as: introduction to human geography; environment, society and sustainability, political and economic geography, and social and cultural geography. We will explore many current environment and health related ideas, topics and issues such as: social determinants and population health, population dynamics (aging, fertility and migration, stress and mental health, emotional and embodied geographies, place and space, the life course, healthy communities, social ecological approaches, health inequalities and health equities, access and service provision issues, and therapeutic landscapes as time permits.

**Old Calendar Entry:** Theories and methods involved in environment and health research from a medical geographical perspective. "Environment" includes urban, social, political, cultural and physical environments. "Health" includes complete social, physical, and emotional well-being. Current issues in environment and health will be placed within a wider social/community context.

**KEY CONCEPTS:**

Six key concepts will be addressed in this course:

1. the distinctions between medical and health geography
2. the difference between biomedical vs biopsychosocial approaches to health
3. what is meant by a determinants of health, or population health approach
4. social-ecological approaches to the study of geography and the environment?
5. quantitative and qualitative research
6. distinctions between health inequalities, inequities and disparities

Key terms we will explore include: 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, therapeutic landscapes, mortality and morbidity, qualitative and quantitative methods, social justice, epidemics, epigenetics, and theoretical approaches to health geography.

**LEARNING OUTCOMES**

- Explore core concepts for understanding contemporary issues from a health geography perspective.

- Consider the importance of geographical concepts such as: place, space, and scale (i.e., micro, meso and macro) and how they influence health and place relationships.
- Understand the differences between qualitative and quantitative approaches to current issues and appreciate different theories as they are applied within health geography (e.g., positivism, structuralism, and political economy).
- Build skills with critical reading of the literature, research and writing.

## REQUIRED TEXT(S)

***Geographies of Health: An introduction*** (2009), by A.C. Gatrell and S.J. Elliot, Wiley-Blackwell: UK.

## RECOMMENDED TEXT(S)

None at Present

**PRE-REQUISITES.**      [GEOG 101A](#) or [101B](#), [GEOG 211](#), [GEOG 218](#).

## EVALUATION

|   |             |
|---|-------------|
| Grade Breakdown   | Value: 100% |
| Assignment 1: Mid-Term – Introductory and Core Concepts (Oct.5) | 30%         |
| Assignment 2: Disease Family Tree (Oct. 30)                     | 20%         |
| Assignment 3: Short Paper: Op-Ed (5 pages maximum- Nov. 23)     | 20%         |
| Assignment 3: Final Exam (exam period)                          | 30%         |
| <b>Total:</b>   | <b>100%</b> |

*Note 1: Tests counting for more than 15% of the final grade may not be administered in any regular 13-week term, during the last two weeks of classes or in the period between the last day of classes and the first day of examinations OR in any Summer Session course, during the three class days preceding the last day of the course.*

*Note 2: An instructor may not assign a weight of more than 60% of the overall course grade to a final examination without the consent of the Dean of the faculty.*

## GRADING SYSTEM

As per the Academic Calendar:

Letter grades for the course will be assigned as follows with scores derived to 2 decimal places.

|           |               |           |              |
|-----------|---------------|-----------|--------------|
| <b>A+</b> | <b>90-100</b> | <b>B-</b> | <b>70-72</b> |
| <b>A</b>  | <b>85-89</b>  | <b>C+</b> | <b>65-69</b> |
| <b>A-</b> | <b>80-84</b>  | <b>C</b>  | <b>60-64</b> |
| <b>B+</b> | <b>77-79</b>  | <b>D</b>  | <b>50-59</b> |
| <b>B</b>  | <b>73-76</b>  | <b>F</b>  | <b>0-49</b>  |

## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield – [geogadvisor@uvic.ca](mailto:geogadvisor@uvic.ca)

## COURSESPACES

See Coursespaces site for Weekly Reading Assignments and other important course materials not contained in this outline.

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## POLICY ON LATE ASSIGNMENTS

Please speak to me well in advance if you anticipate a delay in submitting your work, particularly when dealing with illness or family occasions or conflicts.

- Late penalties will be applied to overdue assignments. Please note that a **5% penalty per day** will be applied to late assignments including weekend days. For example, 5% will be deducted from the assignment if due in class and if handed in later in the day. If the assignment is submitted the next day, 10% will be deducted from the assigned grade, and so forth.
- **Assignments submitted more than one week late will NOT be graded.**
- You may submit your assignments (disease family tree and short paper –op-ed electronically).
- All work must be original.

## POLICY ON ATTENDANCE

Due to the nature and scope of the course, regular attendance is required to develop competency with the course concepts and to receive full marks on participation. Consistent, punctual attendance is required. If you are going to miss a class, it is your responsibility to be in touch with me and let me know. In order to receive a complete mark on the participation element of the course, students should attend all classes throughout the term. Exceptions will be made for issues of severe illness or bereavement. Illnesses will require doctor's notes.

## ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

**Policy on Academic Integrity:** <http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html>

If you have any questions or doubts, talk to me, your course instructor. For more information, see <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

## ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://www.uvic.ca/services/cal/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## POSITIVITY AND SAFETY

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

## 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.

## WEEKLY CALENDAR

Note for instructors: Important dates are here: <http://web.uvic.ca/calendar/general/dates.html>

You should include the last day for adding courses and the last day for withdrawing without penalty of failure.

| WEEK | DATE            |  |
|------|-----------------|--|
| 1    | September 7     | Introduction to Course, Course Outline and Evaluation  |
| 2    | September 11-14 | <ol style="list-style-type: none"><li>1. Core Concepts and Approaches (Ch. 1 and 2)</li><li>2. Health and Medical Geography, Population Health, determinants of Health, Disease Ecology, Social Ecological Models</li></ol>  |
| 3    | Sept. 18-21     | 1 and 2. Approaches continued and Methods and Techniques in Health Geography (Ch.3)  |
| 4    | Sept. 25-28     | 1 and 2. The Nature of Inequalities and inequities, disparities (Ch. 4 and 5)  |
| 5    | Oct. 2, 5       | <ol style="list-style-type: none"><li>1. Inequalities continued (access to care in rural and urban areas – HIE (Ch. 6)</li><li>2. <b>Exam – OCTOBER 5<sup>th</sup> Introductory Concepts</b></li></ol>   |
| 6    | Oct. 9, 12      | Case Studies in the Vulnerability and Resilience of Populations <ol style="list-style-type: none"><li>1. Life Course Perspectives –Child Health<br/>Discussion of the Disease Family Tree Assignment</li><li>2. Health in Later Life (with SDH students)</li></ol> |
| 7    | Oct. 16, 19     | <ol style="list-style-type: none"><li>1. UN Human Development Index – World Health Comparisons</li><li>2. Healthy Communities, Healthy Cities</li></ol>  |
| 8    | Oct. 23, 26     | <ol style="list-style-type: none"><li>1. Assets-Based Community Development</li><li>2. Health Promotion</li></ol>  |
| 9    | Oct. 30, Nov. 2 | <ol style="list-style-type: none"><li>1. Mental Health, <b>Disease Family Tree Due Oct 30</b></li><li>2. Dr. Paul Whitinui – “<i>What’s Indigenous about Indigenous Health in Canada? A Resilience-Based Perspective</i>”.</li></ol>                               |
| 10   | Nov. 6, 9       | <ol style="list-style-type: none"><li>1. Complementary Medicine – Discuss Health Paper Assignment</li><li>2. Dr. Ziba Vaghri – <i>Health as a Fundamental Human Right</i></li></ol>  |

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|-----------|----------------|---|
| <b>11</b> | Nov. 13-15, 16 | 3. READING BREAK – no classes NOVEMBER 13-15<br>Note: There is a CLASS ON NOV. 16 <sup>TH</sup><br>Air Quality and Health (Ch. 7)   |
| <b>12</b> | Nov. 20, 23    | 1. Ms. Andrea Mellor, MSc – Water Quality and Contamination. Case Study: Arsenic contamination of groundwater in Bangladesh (Text Ch.8)<br>2. Ms. Andrea Mellor, MSc - Water Health in Canada's Indigenous Communities.<br>3. <b>Health Paper Due Nov. 23</b> |
| <b>13</b> | Nov. 27, 30    | 1. Global Environmental Change (Ch. 9 and 10)<br>2. Conclusions and exam review   |

**DISCLAIMER**

The above schedule, policies, procedures, and assignments in this course may be subject to minor changes in the event of extenuating circumstances as well as opportunities.