



COURSE OUTLINE
Environment and Health, CRN 11822

Office Hours: Monday: 9:30-12 or by appointment

Office Location: B360 David Turpin Building

Contact: dcloutier@uvic.ca

Classroom: Clearihue A302, 1:00-2:20

COURSE DESCRIPTION

Our focus this year: This course is for you if you have an interest in issues related to health and the environment. We will begin with some definitions of health, well-being and the environment, and then move on to consider the distinctions between health and medical geography, and the range of factors and conditions that make people and places healthy or unhealthy. This course builds on other courses such as: introduction to human geography; environment, society and sustainability; political and economic geography; social and cultural geography. Some knowledge of statistical tools and analyses is helpful.

Working independently, and in groups, we will take a more in-depth look at current environment and health related principles, concepts, and models taking note of what is meant by health inequalities and inequities, the social determinants, population and public health and social ecological approaches, the biomedical model vs social models of care, and topics such as: Indigenous health, stress and mental health, air and water quality, healthy/livable communities, the Canadian health care system, access and service provision, therapeutic landscapes, health and human rights, emotional and embodied geographies, place and space, the life course, and population dynamics (aging, fertility and migration).

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 TERMS.

health, place, identity, well-being, wellness, vulnerability, indigenous health, iatrogenic illness, social and ecological models, population health, biomedical models, environment, health inequalities, embodied and emotional geographies, therapeutic landscapes, mortality and morbidity, incidence and prevalence rates, qualitative and quantitative methods, social justice, epidemics, and epigenetics.

KEY CONCEPTS AND QUESTIONS:

1. **Foundations.** What are the distinctions between medical and health geography, social and biomedical models of health, and health inequities and inequalities? What is a social determinants of health approach and how does it relate to our personal and family health?
2. **Vulnerability and Resilience.** Who constitutes vulnerable populations and what are some of the most pressing issues related to their health and well-being (e.g., children, older adults, low income, Indigenous, homeless, students, immigrants, those who are living with disabilities, etc). How do we build resilience at the individual scale?
3. **Neighborhoods and Communities - Building resilience and capacity.** How do we plan houses, hospitals, cities, natural areas, communities and neighborhoods to promote health?

LEARNING OUTCOMES

- Improved understanding of a range of critical concepts and realities related to health and medical geography.
- 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.
- Improved understanding of qualitative, quantitative, and mixed methods approaches to research on environment and health issues.
- Build skills with critical reading, writing, presentations and research.

REQUIRED TEXT(S)

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

OTHER REFERENCE TEXT(S)

Anthamatten, P., & Hazen, H. (2011). *An Introduction to the Geography of Health*. New York, NY: Routledge.

Brown, T., Andrews, G.J., Cummins, S. et al., (2017). *Health Geographies: A Critical Introduction*. Chichester, UK: Wiley/Blackwell.

PRE-REQUISITES. [GEOG 101A](#) or 101B, [GEOG 211](#), [GEOG 218](#) or permission. Geography 226 or another statistics course is recommended.

EVALUATION

Grade Breakdown

Assignment 1: Health/Disease Family Tree	Sept. 27	25%
Assignment 2: Mid-term 1: Covering Introductory and Core Concepts	Oct. 18	25%
Assignment 3: Op-Ed Topic -Healthy People/Healthy Places	Nov. 19	25%
Assignment 4: Final Exam - Last week of classes	Dec. 3	15%
Participation: (attendance, participation in class, support)		10%

Total: **100%**

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:

<https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/grading.html>

GEOGRAPHY DEPARTMENT INFO

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

COURSESPACES

See Coursespaces site for weekly assignments, important dates, and other important course materials not contained in this outline.

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 all overdue assignments - a **5% penalty per day** including weekend days. For example, **Assignments submitted more than one week late will NOT be graded.**
- You may submit your assignments electronically via Coursespaces or by email.
- All work must be original. Please see policy on academic integrity for plagiarism.

POLICY ON ATTENDANCE

Due to the nature and scope of the course, regular attendance and participation is required in order to develop competency with the course concepts and to receive strong marks on participation students should attend all classes throughout the term. 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 advance. Exceptions will be made for issues of severe illness or bereavement with relevant documentation.

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.

CELL PHONES AND COMPUTERS

May be used for assignment purposes in class, specifically for gathering and sharing information on

topics discussed in class. If being used for personal purposes during class students will be asked to leave the room. In this way, we will support a classroom that is respectful for all students and for me as your instructor.

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 at any point in time either anonymously, on-line or via email. Towards the end of term, as in all other courses at UVic, you will also 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>

Note: some of these elements are subject to change depending on news/opportunities throughout the semester.

WEEK	DATE	
		Part 1: Introduction to the Course: Foundations
1	Sept. 6	Introduction to Course, Review of Course Outline. See Coursespaces for weekly topics and readings. <i>Note: Readings should be done prior to class.</i>
2	Sept. 10, 13	Topics: Core concepts and approaches, and Health and Medical Geography: population health, social determinants of health, disease ecology/social ecological models. Public Health - Prevention and promotion <i>Readings: Chapters 1 and 2 in textbook</i> <i>Exercise: Discuss the Health/Disease Family Tree Assignment</i>
3	Sept. 17, 20	Topics: Quantitative and Qualitative Approaches to the study of Health A Case Study examining Indigenous Health in Canada (Mon and Thurs) <i>Readings: Chapters 3 and 4 in textbook</i>
	Sept. 24, 27	Part 2: Vulnerability Topics: Health Inequalities and inequities – The new language of Global Health: Deprivation Indices, Precarity and Austerity (Ch. 5 and 6) <i>Readings: Chapters 5 and 6</i> Assignment 1: Due date September 27. Hand in Health/Disease Family Tree
5	Oct. 1, 4	Topic: Health Systems and Health Service Delivery - Contrasts between the Global North and Global South. And, the Meaning of Health Care: Biomedical vs alternative and complementary forms of care <i>Readings: Chapters 7 and 8</i> <i>Exercise: Course [Re-Naming]</i>
6	Oct. 8, 11	1. Thanksgiving 2. Topic: Aging in Place and Aging and Place - Health in Later Life <i>Readings: Chapters 9</i>

		<i>Note: we will be joined by SDH students.</i>
7	Oct. 15, 18	<ol style="list-style-type: none"> 1. Topic: Life course perspectives, and Migration Readings: Chapter 10 2. Assignment 2 - Mid-term Exam – OCTOBER 18nd Material Weeks 1-6
8	Oct. 22, 25	<p>Part 3: Neighborhoods and Communities Topic: Healthy/Livable Communities what does it mean? The challenge of Obesogenic environments and Healthy communities</p> <p>Readings: See Coursespaces - Lowe, M., Whitzman, C., Badland, H., Davern, M., Aye, L., Hes, D., Butterworth, I. & Giles-Corti, B. Planning Healthy, Liveable and Sustainable Cities: How Can Indicators Inform Policy? <i>Urban Policy and Research</i> 33, 2, 131-144. http://www.tandfonline-com.ezproxy.library.uvic.ca/doi/pdf/10.1080/08111146.2014.1002606?needAccess=true</p>
9	Oct. 29, Nov. 1	<ol style="list-style-type: none"> 1. Topic: Asset-Based Planning – Case Studies e.g., New Denver, BC Exercise: Discuss Op-ED Assignment 2. Topic: The influence of Environment on Mental Health
10	Nov. 5, 8	<ol style="list-style-type: none"> 1. Topic: Global Environmental/Climate Change and Human Health – Heat-related deaths and air pollution Readings: Chapter 12 2. Guest Speaker, Dr. Ziba Vaghri – “the Right to Health” Readings: See Coursespaces
11	Nov. 12, 15	<p>READING BREAK – no classes NOVEMBER 12-14 Nov 15 Assignment work day</p>
12	Nov. 19, 22	<p>Assignment 3: Op-ED due November 19th</p> <ol style="list-style-type: none"> 1. Guest Speaker, Ms. Andrea Mellor, PhD Cand. Topic: Water Quality and Contamination; A Case Study of Arsenic contamination of groundwater in Bangladesh Readings: Chapter 8 2. Guest Speaker, Ms. Andrea Mellor, PhD Cand. Topic: Water Health in Canada’s Indigenous Communities. Readings: See Coursespaces
13	Nov. 26, 29	<ol style="list-style-type: none"> 1. Guest Speaker: - Dr. Rob Buchan – Local Food Systems Readings: See Coursespaces <p>Exercises: Course Evaluation, Conclusions and exam review</p>
14	Dec. 3	<ol style="list-style-type: none"> 1. Assignment 4: Final Exam – Value 15%

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.