



COURSE OUTLINE
Health, Environment and Community, CRN 11783

Office Hours: Monday: 9:30-12 or email for appointment

Office Location: B360 David Turpin Building

Contact: dcloutier@uvic.ca

Classroom: MacLaurin D287, Mon and Thurs 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 community from a geographical perspective. We will start with definitions and conceptual understandings 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 (communities) 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. Basic knowledge of statistics is helpful.

Working independently, and in groups, we will take a more in-depth look at current health and community 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. Topics we may cover include: Indigenous health, stress and mental health, climate change - 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).

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 personal and community health?
2. **Applications: Methods, Models and Case Studies.** What circumstances increase the vulnerability of individuals and populations and what are some of the most pressing issues related to 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. **Healthy Neighborhoods and Communities - Building resilience and capacity.** How do we plan cities, parks, natural areas, hospitals, neighborhoods and communities to promote health?

LEARNING OUTCOMES

- Improved understanding of a range of critical concepts and theories related to health and medical geography.
 - Consider the importance of geographical concepts such as: place, space, community and scale (i.e., micro-, meso- and macro-) in the context of 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.
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REQUIRED TEXT(S)

Health and Medical Geography: 4th Edition (2017), by M. Emch, E. Dowling Root and M. Carrel, Guilford Press: New York.

OTHER GOOD 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. 26	25%
Assignment 2: Readings and Core Concepts (Take Home -Mid-term)	Oct. 21	25%
Assignment 3: Outline Group Project on Healthy Communities	Nov. 14	15%
Assignment 4: Final Group Project – Due last week of classes	Dec. 4	25%
Participation: (attendance, participation in class, support)		10%
Total:		100%

GRADING SYSTEM

As per the Academic Calendar:

<https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/grading.html>

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advising: geogadvising@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: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. 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.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: uvic.ca/svp

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

WEEK	DATE	DESCRIPTION
Part 1: Introduction to the Course – Foundations and Big Ideas		
1	Sept. 5	Introduction to Course, Review of Course Outline. See Coursespaces for weekly topics and readings. <i>Note: Readings should be done prior to class. Please note: Assignment 2 the Take Home Exam requires you to keep up with readings and to answer questions based on the readings and class discussions.</i>
2	Sept. 9, 12	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 Readings: Chapter 1 – What is Health and Medical Geography? (Required) Exercise: Discuss the Health/Disease Family Tree Assignment
3	Sept. 16, 19	Topics: Ecology of Health and Disease Readings: Chapter 2 – Ecology of Health and Disease (Required) Exercise: Health/Disease Family Tree - example
Part 2: Applications: Methods, Models and Case Studies		
4	Sept. 23, 26	Topics: Disease Ecology and Health Inequalities and inequities, Race and Gender – The new language of Global Health: Deprivation Indices, Precarity and Austerity

		<p>Readings: Chapter 3 – Expanding Disease Ecology: politics, economics and gender (Required)</p> <p>Notes: 1. Assignment 1 Due: September 26. Hand in Health/Disease Family Tree</p>
5	Sept 30, Oct. 3	<p>Topics: The Demographic Transition and Development; Aging, Place and Lifelong Health</p> <p>Readings: <i>Chapter 4 – Transitions and Development</i></p> <p>Exercise: TBD</p>
6	Oct. 7, 10	<p>Topics: GIS and Spatial Analysis: A Case Study examining AIDS/HIV and/or Indigenous Health in Canada (Mon and Thurs)</p> <p>Readings: Chapter 5 – Maps, GIS and Spatial Analysis (Required and ½ below)</p> <p>Notes:</p> <p>1. Guest Speaker October 7th: Dr. Nathan Lachowsky, Title: Community-Based Equity Research: Participatory Community Mapping: Reading: https://www.ourcommons.ca/Content/Committee/421/HESA/Reports/RP10574595/hesarp28/hesarp28-e.pdf.</p> <p>2. Guest Speaker October 10th: Dr. Kiffer Card, “Geographic Information Systems and Pathways to Health Equity.</p> <p>Readings: Chris Green's and the National Collaborating Centre for Infectious Diseases article titled "Geographic Information Systems and Public Health: Benefits and Challenges." It's published as part of their Purple Paper Series and provides a great overview of GIS methodology and its challenges.</p>
7	Oct. 14, 17	<p>Topics: Disease Diffusion</p> <p>Readings: Chapter 6 – Disease Diffusion (Required)</p> <p>Notes:</p> <ol style="list-style-type: none"> Monday Oct. 14 - Thanksgiving Thursday –Disease Diffusion
Part 3: Healthy Neighborhoods and Communities		
8	Oct. 21, 24	<p>Topics: Healthy/Livable Communities what does it mean? The challenge of Obesogenic environments and Healthy communities. What are the priorities of the City of Victoria?</p> <p>Readings: 1 Chapter 10 Urban Health (Required) and 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> <p>Notes:</p> <ol style="list-style-type: none"> Assignment 2 – Receive take home Mid-term – OCTOBER 21 Material Weeks 1-7 Due Date: Oct. 28th. October 24 – free class to work on Take home exam
9	Oct. 28, 31	<p>Topics: Healthy Communities, Childhood Obesity and the Built Environment</p> <ol style="list-style-type: none"> Regional Outcomes Monitoring (ROM) for City of Victoria <p>Readings: Chapter 9 – Neighborhoods and Health</p> <p>Exercise: Discuss Group Project Outline October 31</p> <p>Notes:</p> <ol style="list-style-type: none"> Guest Speaker: Amanda Ng, Healthy Communities Planner, Capital

		Regional District, Victoria 2. Assignment 2 – Take Home Mid-term Due October 28th.
10	Nov. 4, 7	Topics: Global Environmental Climate Change on Human Health – Water Quality and Human Health and Heat-related deaths and vector borne illnesses Readings: Chapter 12 – Nov. 7 th Notes: Guest Speaker: Dr. Johan Feddema, Chair, Department of Geography Climate Change Impacts, November 7 th .
11	Nov. 11, 14	Topics: Health Systems and Health Service Delivery – Various topics related to the Global North/Global South. And the Biomedical vs alternative and complementary forms of care Readings: Chapter 13 Health Services and Access to Care Notes: <ol style="list-style-type: none">1. Reading Break November 11-13 (Monday class is off – Thursday on)2. Health Care Delivery Nov 133. Assignment 3: Group Project Outline is Due Nov. 14th
12	Nov. 18, 21	Topics: The influence of Environment on Mental Health Readings: 1. Hoisington, A. J., Stearns-Yoder, K. A., Schuldt, S. J., Beemer, C. J., Maestre, J. P., Kinney, K. A., . . . Brenner, L. A. (2019). Ten questions concerning the built environment and mental health. <i>Building and Environment</i> , 155, 58-69. doi:10.1016/j.buildenv.2019.03.036 November 4 th Notes: Guest Speaker: Daniel Brendle-Moczuk, Geography Librarian Nov. 21
	Nov. 25, 28	Topics: Urban Food Systems and Food Security Readings: Chapter 8 – Food, Diet and the Nutrition Transition Notes: 1. Guest Speaker: Dr. Rob Buchan. November 25 th . 2. The Blue Zones, Diet and Longevity or Group Presentations, November 28 th . Exercises: Course Evaluation/Conclusions
14	Dec. 4	Topics: Group Presentations Notes: Assignment 4: Group Project Due – Value 25%

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* 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.

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*

uvic.ca/services/indigenous/students/programming/elders/index.php