



COURSE OUTLINE

Health, Environment and Community

Course Time

Monday and Thursday 1:00 pm to 2:20 pm Pacific Time
[GMT -7hrs during DST; GMT -8 after November 1, 2020]

Office Hours

Monday and Thursday 10:00 to 11:00 by email or Zoom

I have established a Virtual Office discussion forum in Brightspace for general questions regarding the course. This is open to all learners. I will respond to questions within 12 hours (usually more quickly).

Office Location - jharrold@uvic.ca

Contact - jharrold@uvic.ca

COURSE DESCRIPTION

This third-year course examines the relationships among health, environment and community. It builds on other courses such as: introduction to human geography; environment, society and sustainability; political and economic geography; social and cultural geography.

For Fall term in 2020, the course is offered on-line Mondays and Thursdays from 1:00 pm to 2:20 pm (Pacific Time) beginning September 10. Each week throughout the term will highlight relevant themes, concepts or theories. There will be three special topics weeks to focus on Indigenous Health, Pandemic Health and Climate Change Health.

You are encouraged to attend each class period via Zoom. There will be materials and information provided on-line through Brightspace. Material for each week will be posted and/or updated by Friday mornings (Pacific Time) of the prior week. The only exception is material for the first class. This course outline and an accompanying chart will be posted during the first week so September.

Depending upon final enrolment numbers, you may be assigned to a group for the purposes of presentation and discussion. More details will be discussed in the first class.

A couple of comments on Zoom and Brightspace: This specific way of teaching/learning is new to most of us. There are several seminars on the technology and learning platforms that are helpful. I am confident that we can use the technology to our advantage in making the course a positive learning experience. If you need support in using the technology, I encourage you to reach out to the resources available to you at UVIC. If remote access

brings unexpected challenges for you, please raise them to me and we will do our best to work things out.

You might be aware that Zoom crashed during the last week of August for five hours. If any technology failures befall us during class or other sensitive times, we will pause, adjust and make it up at another time. I will either post announcements or email via Brightspace to let you know of any necessary modifications.

I am aware that there are learners registered in the course that plan on being in time zones that may make attending the scheduled weekly sessions somewhat inconvenient. I will address these matters individually to ensure equitable access to course materials. Of special note, the final assignment in this course involves making a short (3 minute) presentation of your principal paper. This will require you to participate in a brief live Zoom session at a mutually convenient time (mostly during normal course times).

You must have regular access to a laptop, computer or other reliable device along with dependable access to internet. You will need speakers/microphone and or headphones to be able to participate in discussions, particularly for the last assignment.

The course should involve, on average, 10-12 hours of work per week. This includes attending/reviewing lecture sessions, readings, assignments and other research you undertake along the way.

You will see on Brightspace that the course content is divided into five modules or units. This division is primarily to ensure timely progress throughout the term. Within each unit the pace of learning and overall timing on individual items discussed will be flexible depending on your questions and interest as well as current events that may afford new learning opportunities. However, I intend to stick to the broad timing for the five units to ensure we have adequate time to cover the scope of course material.

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.

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 (disease ecology) approaches, the biomedical model vs social models of care. Topics 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, mental health and emotional and embodied geographies, place and space, the life course, and population dynamics (aging, fertility and migration).

To help organize these topics, I have developed a simple two-dimensional matrix that is posted on Brightspace for the for class.

KEY THEMES

health, place, well-being, wellness, vulnerability, indigenous health, iatrogenic illness, social and ecological models, population health, biomedical models, environment, health inequalities, qualitative and quantitative methods and research, mortality and morbidity, incidence and prevalence rates, social justice and epidemics.

MAIN TEXT

There is one principal textbook for this course. It provides a valuable overview of the basic concepts and theories of health geography. Please note that it is the 2nd edition. The bookstore has been advised of this selection. I understand it is available for purchase as an e-book.

Anthamatten, P., & Hazen, H. (2020). *An Introduction to the Geography of Health*. New York, NY: Routledge. 2nd edition

OTHER TEXTS

There are three other books that are valuable resources. The first two are available in e-book formats from the UVIC library. The third book listed below was the text used in this course last year. You may be able to access used copies.

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

Crooks, V.A, Andrews, G.J., Pearce, J.(eds), (2018). *Routledge Handbook of Health Geography*. Routledge: Abingdon, Oxon, UK.

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

LEARNING INPUTS and OUTCOMES

As a senior level course, there are the varied inputs into your learning process. In order to achieve the desired outcomes from this course, learners are encouraged to engage with all of the following elements: assigned readings, participation in regular class, variable participation in discussion forums for interaction with other learners, supplemental reading and research, as well as writing and reflection.

Upon successful completion of this course, a learner will be able to:

Explain the principal concepts and theories related to health and medical geography.

Critically evaluate of the importance of geographical concepts such as: place, space, community and scale in the context of health and place relationships.

Understand and explain the relationships among health, environment and community.

Develop a research proposal into topic related to health, environment and community.

Apply advanced skills of critical reading, questioning and writing.

EVALUATION

Assignment 1: Due October 1 - short paper (maximum 750 words)	15 percent
Assignment 2: Due October 22 – mid-term paper (maximum 1200 words)	25 percent
Assignment 3: Due November 23 - principal paper (maximum 1500 words)	40 percent
Assignment 4: Presentation/discussion of paper developed in Assignment 3	20 percent

All papers will be evaluated using a basic rubric throughout the year. It will be available as part of the first assignment that will be available on Brightspace on September 15, 2020.

For writing assignments, please use a consistent style guide. For this course, I ask that you use American Psychological Association (APA) Publication Manual 6th or 7th edition. A summary for APA citations is available on-line from the Library. You may also want to check apastyle.apa.org.

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT

Geography Department website: uvic.ca/socialsciences/geography/

Geography Undergraduate Advising and Registration: geogadvising@uvic.ca

POLICY ON LATE ASSIGNMENTS

Please speak to me well in advance if you anticipate a delay in submitting your work, particularly if 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.

Assignments submitted more than one week late will NOT will not be graded.

Please submit your assignments via Brightspace.

All work must be original. Please see the university policy on academic integrity for plagiarism.

POLICY ON PARTICIPATION

Due to the nature and scope of the course, you are encouraged to keep current by connecting with the Zoom sessions.

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/calendar/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.

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. 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

Please check out the university calendar <https://www.uvic.ca/calendar/dates/> for important dates including when courses can be added and when courses can be dropped without penalty.

WEEK	DATE	
1	September 10	Review of course outline, survey of interests, outline of matrix of concepts and theories
2	September 14 - 17	Health, medical geography/health geography
3	September 21 - 24	Ecological and Social frameworks
4	September 28 - Oct 1	Geographic concepts/theories of individual health
5	October 5 - 8	Praxis and individual health
6	October 15	Health geography assignments. Comments on first paper results and discussion on next steps.

7	October 19 - 22	Geographic concepts/ theories of community/national health
8	October 26 - 29	Praxis and community/national health
9	November 2 - 5	Indigenous Health
10	November 9 -12	Pandemic Health
11	November 16 -19	Climate Change Health
12	November 23 - 26	Health geography 2020/ presentations
13	November 30 - Dec 3	Presentations

NOTE

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

STUDENT WELLNESS

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.* <https://www.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.*
<https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* <https://www.uvic.ca/services/cal/>

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.*
<https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>