



COURSE OUTLINE
Health, Environment and Community, CRN 11807

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

Office Location: B360 David Turpin Building

Contact: dcloutier@uvic.ca

Classroom: Cornett A129, Mon and Thurs 1:00-2:20

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SANEĆ peoples whose historical relationships with the land and water continue to this day.

COURSE DESCRIPTION

This course is for you if you have an interest in issues related to health and the environment using a geographical lens. We begin 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 and sustainability; political and economic geography; social and cultural geography. Basic knowledge of statistics is helpful.

KEY THEMES.

Working independently, and in groups, we will take a more in-depth look at current health and community issues, 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 psychosocial models of care. Each year the range of topics varies depending on current events. This year we will aim to cover subjects such as: Indigenous health, climate change – pandemics, wildfires, heat islands, 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, and migration and immigration).

REQUIRED TEXTS.

There are no required texts this term but there are assigned readings for each week. Students will be expected to read them before class and be prepared to discuss them. Citations will be posted on Brightspace for students to access the articles.

A reading report on the first 5 assigned readings will form the basis of Assignment 1.

Recommended texts to use as aids throughout the course are also suggested below.

SUPPLEMENTARY TEXTS.

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.

Crooks, V. A., Andrews, G. J., Pearce, J. (eds) (2018). *Routledge Handbook of Health Geography*. New York, NY: Routledge. (available online)

Gatrell, A.C. & Elliot, S.J. (2015), 3rd Edition (there are various editions). *Geographies of Health: An introduction*. Wiley Blackwell.

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, mixed methods and Indigenous methodologies and theoretical approaches to research on environment and health issues.
- Build skills with critical reading, writing, presentations, and research.

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: Brief/Reading Report with citations (APA V7 format)	Sept. 28	25%
Mid-term Exam: Foundational Knowledge & its Application	Nov. 2	30%
Assignment 2: Infographic & Presentation on Health Issue and Solutions	Nov. 23	30%
Participation: (attendance, participation in class, timely assignments, ++ etc.)		15%
Total:		100%

Assignments, Mid-term and Participation

Assignment 1 (25%): Brief/Reading Report (600-800 words). The Reading Report is based on the 5 identified readings you are responsible for reviewing. You will need to add references with proper APA 7.0 citations and add two new references of your own. Your goal is to provide an overall summary of these readings by exploring and answering the question, “What have you learned from these readings about the history, concepts and tools needed by health geographers to discuss and build solutions to the complex problems facing individuals and the world today?”

Assignment 2 (30%): Infographic (800-1000 words). Create a report including an infographic that your group will present which details a health issue, includes statistics about its breadth and scope, and

identifies currently recognized solutions. Your infographic report should contain four sections: 1) introductory and background information-what is scope and magnitude of issue and why is it important? 2) the visual presentation of your infographic where you: identify the problem/issue, acquire and report evidence, and offer solutions; 3) conclusions -including next steps; and 4) References (in APA 7.0 format).

Mid-term (30%). The mid-term exam will be composed of short answer and essay questions (your choice of 2/3 essay questions) related to all of our weekly discussions to date. The focus of the mid-term is on testing your knowledge of foundational concepts, ideas, and methods for the course. It will be an in class exam.

Participation (15%). Your participation mark is weighted on your attendance in class, but consideration will also be given to other contributions (class discussion, group roles, in-person dialogue, etc).

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	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.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
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.

As per the Academic Calendar:

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

GEOGRAPHY DEPARTMENT INFO

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

- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

BRIGHTSPACE

See Brightspace site. Note, most course notes will be posted in the **CONTENT** section (weekly assignments, important dates, updates, and other key 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. **Assignments submitted more than one week late will NOT be graded and a 0 will be entered into the grade book for that assignment.**
- 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 accommodation. 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

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

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 online 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/students: Important dates are here: <https://www.uvic.ca/calendar/dates/>

WEEK	DATE	
1	Sept 7	Thursday - Introduction to the Course, Structure/Assignments. Notes on 1 st assignment and readings

2	Sept 11, 14	<p><i>Monday</i> - Medical Geography vs Health Geography Key Concepts: geographical imagination, health inequities, social determinants of health, disease ecology/social-ecological models</p> <p><i>Thursday</i>-Individual determinants of health, health and wellbeing, intersectionality and life course perspectives. Healthy aging across the lifecourse</p>
3	Sept 18, 21	<p><i>Monday</i>- Quantitative and Qualitative Approaches Case Studies</p> <p><i>Thursday</i> – Mixed Methods Approaches Case Studies</p>
4	Sept 25, 28	<p><i>Monday</i> - Indigenous Methodology and Health Promotion – Graphic Novel</p> <p><i>Thursday</i> - Assignment 1 - Reading Report Due – Submit through Brightspace (25%) on Sept. 28</p>
5	Oct 2 Oct 5	<p><i>Monday</i> - UNIVERSITY CLOSED October 2 – for National Day for Truth and Reconciliation on Sept 30th</p> <p><i>Thursday</i> - Healthy Communities & Therapeutic Landscapes</p>
6	Oct 9-Thanksgiving Oct 12	<p><i>Monday</i> - NO CLASS ON THANKSGIVING October 9th October 10 last day for dropping courses without penalty</p> <p><i>Thursday</i> - Climate Change – the Human Dimensions of Wildfires (Kelsey Winter, PhD student SDH)</p>
7	Oct 16, 19	<p><i>Monday</i> - Climate Change Impacts – Heat Islands</p> <p><i>Thursday</i> - Health care – Biomedical versus Alternative Medicine, Rural Medicine & Systems under Siege</p>
8	Oct 23, 26	<p><i>Monday</i> - Marginalized populations – Structural interventions needed to address the root causes of street-involvement for youth in transition to adulthood (Dr. Cecilia Benoit)</p> <p><i>Thursday</i> – Life Course and Age Relations – (Dr. Susan McDaniel)</p>
9	Oct 30, Nov. 2	<p><i>Monday</i> – Assets/strengths-based planning</p> <p><i>Thursday</i> - Mid-term Nov 2</p>
10	Nov 6, 9	<p><i>Monday</i> – Global health differences – Blue Zones, War Zones and other Inequalities. Establish Groups for Assignment 2.</p> <p><i>Thursday</i> – Environment, Trauma and Mental Health - e.g., COVID impacts</p>
11	Nov 13, 16	<p><i>Monday</i> – <i>Wednesday</i> - READING BREAK November 13-15</p> <p><i>Thursday</i> – Food Security and Human Health (Audrey Tung, PhD Candidate)</p>

12	Nov 20, 23	<i>Monday - Marginalized Populations – Housing Insecurity and Homelessness</i> <i>Thursday – Health of Marginalized Populations (2SLGBTQQA+, and Immigrants)</i> Assignment 2 – Infographic Report Due Nov.23
13	Nov 27, 30	Assignment 2 - Infographic Presentations (both days)
14	Dec 4	<i>Monday - Final Class – Course Eval, Summary, and Discussion of Infographics</i>

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