



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2025

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval):

February 2025

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG 325		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Health and Place Course Short Title: Health & Place															
Faculty: Faculty of Science		Department/School: Planning, Geography, and Environmental Studies													
Calendar Description: Examines the intersections between space and place with health outcomes, socio-demographics (e.g., race, gender), colonization, and ecology. Adopts framework of One Health by exploring links between human and non-human wellbeing. Using geographic analysis and data collection tools, students investigate the ways in which human and environmental health are mutually constituted in built and natural landscapes. Note: Students with credit for GEOG 300R cannot take this course for further credit.															
Prerequisites (or NONE):		45 university-level credits including 3 credits of AGRI, ANTH, ENV, GDS, GEOG, PLAN, SJGS, SOC, or IPK 106.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: GEOG 300R Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	20							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	25														
Tutorials/workshops	20														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: September 11, 2024													
Faculty Council approval		Date of meeting: October 4, 2024													
Undergraduate Education Committee (UEC) approval		Date of meeting: February 28, 2025													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Articulate the meanings of One Health and why and how conditions of human health are inextricable from the health of non-human animals and environmental systems (companion animals, livestock, ecosystems, watersheds, etc.).
2. Analyze the linkages between colonization, ecological insecurity, and the medicalization of human health.
3. Illustrate the significance of geographic scale, mobility, and rurality in health risks and health care access.
4. Explain why and how intersectionalities of race, age, Indigeneity, gender, sexuality, socioeconomic status, and (dis)ability are integral to analyzing spatial inequalities in health.
5. Apply geographic data collection and analysis techniques to the study of how local built landscapes contribute to health and well-being.
6. Critically interpret peer-reviewed materials in the field of health geography.
7. Reflect on how one's actions in their communities and careers can contribute to improved One Health outcomes.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	70%	Project:	30%		%
	%		%		%

Details:

Assignments (70%) include:

- Exercise on geographic tools and data in health research (10%)
- Unpacking research journal articles (25%)
- Brief research summary (10%)
- In-class group discussions, activities, and reflective exercises (25%)

One Health project (30%) (example): Local site assessment, using environmental (e.g., noise, light) data

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

When offered online, the course is organized into modules, and incorporates synchronous discussion and activity sessions, recorded short review videos with related activities, and local data collection exercises.

In person classes are organized primarily around discussion connected to readings and instructor presentations, data collected from local sites, and group research and presentation project work.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Prata, J., et al., eds.	One Health: Integrated Approaches to 21 st Century Challenges to Health	2022
2. Textbook	Gattrell, Anthony, and Susan Elliott	Geographies of Health, 3 rd edition	2014
3. Online resource	Loppie, C, and Wien, F.	Understanding Indigenous Health Inequalities through a Social Determinants of Health Model. Report prepared for the National Collaborating Centre for Indigenous Health	2022
4. Textbook	Braverman, I, ed.	More than One Health: Humans, Animals, and Environment Post-Covid	2023
5. Journal	Aldred, T., et al.	Mining Sick: Creatively unsettling narratives about industry, environment, extraction, and health geographies of rural, remote, and Indigenous communities in British Columbia. <i>Canadian Geographer</i> 65 (1): 82-96.	2021
6. Journal	Smylie, J. et al	Long-distance travel for birthing among Indigenous and non-Indigenous pregnant people in Canada. <i>CMAJ: Canadian Medical Association Journal</i> , 193 (25), E948.	2021
7. Online resource	Mars, R., and 99PercentInvisible.org	99% Invisible (Podcast): selected episodes	varies

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

None

Course Content and Topics

Course organization may vary between online (module-based) and in-person (week-to-week) course schedules.

Module 1: Decolonizing a picture of health

- What is Health?
- What is the geographer's role in understanding health today?
- More than just disease: What do we mean when we say we're 'healthy'? What data is included? How do we expand to include health of natural systems?
- Colonization and the transformation of human and environmental well-being
- One Health: Reframing Health as a holistic and spatial project

Module 2: Measuring and mapping health at different scales

- Geography's role in systematizing health: disease, the evolution of epidemiology, public health, and medical geography
- Inequality, geography, and wellness: social determinants of health (SDH)
- Indigenizing social determinants of health

Module 3a: Demographics and health outcomes at varied scales

- Aging, globally and in the home
- Spatial relationships between SDH, race, gender, sexuality, pavement/ structures, and well-being within cities
- Globalization, ecological crisis, migration, and health

Module 4: Spatial patterns and ecologies of health crises and health care delivery

- The opioid crisis, public parks and green spaces, and the geographies of harm reduction strategies (e.g., safe injection sites)
- Rural-urban divides and barriers in health systems access, including for Indigenous communities
- Bring the doctors and nurses here, or send the patients there: global health care worker migration, medical tourism, and telemedicine

Module 5a: Landscapes of (unequal) health by design

- Incarceration as a public health emergency
- Pollution, place, and risk in rural spaces
- Creating accessible and green places

Module 5b: Urban dimensions of One Health

- Noise and light pollution and the impacts on health
- Racial and economic inequity and access to healthy food
- Access to natural spaces, companion animals, and human/environmental health outcomes
- Surveillance and scale in pandemic response: Reflecting on Covid-19
- Zoonotic diseases/ pandemics, environmental change, and the future of pandemics

Module 6: Geographies of heat and health

- Heat waves, inequality, and urban design
- Climate change, natural disasters, and health
- Changing technologies, mobilities, and environments
- Climate change as a health emergency