

GEOG3770 / ENVR 3000

*Sunshine, Freedom, and a Little Flower: Geography & Wellbeing*

COURSE OUTLINE Winter 2019

Dr. Bonnie Hallman, Department of Environment & Geography

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## **General Information**

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Office hours: By appointment (contact via email please) and Wednesdays 1:30-3:30pm

Course time: Monday, Wednesday and Friday 10:30-11:20am

Room: 202 St John's College

Style Guide Preference: APA style and formatting

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*"Just living is not enough... one must have sunshine, freedom, and a little flower."*

*Hans Christian Andersen*

## **Course Description**

Cross-culturally and for centuries, humans have recognized the important connection between their geography (both built and natural environments) and their health and wellbeing.

This course explores how human-environment relations (a core concept in human geography) influence our mental, emotional, and physical health. The overarching theme is that the places where we live, work and play, and how we relate to them, are entwined with our health and wellbeing in often profound and surprising ways.

This course draws on current research in cultural/health geography, emotional geographies, therapeutic landscapes, ecological grief/loss, sacred spaces, and the geography of mental health and wellbeing. It also draws on research in cognate areas of scholarship including: architecture and design, cultural studies, indigenous studies, environmental psychology, and health sociology.

## Course Learning Objectives

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

- Define fundamental concepts such as: wellbeing, ecological grief/loss and therapeutic landscapes
- Identify linkages between environmental/climate change and human health and wellbeing
- Share a greater awareness of landscape as therapeutic / salutogenic
- Explain the significance of contact with nature/exposure to the natural environment for wellbeing, and how loss of contact with/degradation of environment may elicit feelings of loss
- Explain the importance of urban/building design to human physical and mental health
- Share an increased awareness of mental health and wellness issues within the university/academy
- Appreciate the interplay between the built environment, social processes, and individual experience of wellbeing
- Draw on improved skills in critical thinking, independent research, and in communication

## Course Text

- Sternberg, E.M. (2010) Healing Spaces: The Science of Place and Wellbeing. Harvard University Press. USA.
- All additional readings are available on the course UMLearn page.

## Course Evaluation

<b>Academic Journal Article Reviews</b>	<b>20%</b>
<b>Quizzes</b>	<b>15%</b>
<b>Research Paper</b>	<b>25%</b>
<b>Final Exam</b>	<b>40%</b>

- Journal Article Reviews (2x 10%) 20%
  - Critical review of a research journal article in a relevant area of geographic studies of wellbeing, or in a cognate field, e.g., environmental psychology, architecture etc.,
    - Detailed instructions will be made available in class and posted to UMLearn
  - Reviews are due to the UMLearn Dropbox by 5pm on:
    - February 18, 2019
    - March 18, 2019

- Articles may form part of the research for the course research paper
- Students are encouraged to select their own article, with approval from the instructor
- Quizzes (2x 7.5%) 15%
  - Select to answer 2 of 3 essay questions in booklet provided
  - Questions based on course readings and lectures
  - 30 minutes
    - February 1, 2019
    - March 1, 2019
- Research Paper (25%)
  - 12 page research paper
  - Minimum 10 academic references
  - Topic to be chosen by the student in consultation with the instructor – must be directly related to a course topic/theme
    - Due in UMLearn folder April 5, 2019
- Final Exam (40%)
  - Comprehensive
  - Write responses to 3 of 5 essay questions in provided booklets
  - Questions based on main themes of the course and associated readings, lecture, and class discussion
  - Scheduled during April final exam period by the Registrar's Office

## Grades

The following is the standard grade scheme used in the Department of Environment and Geography:

A+ = 90 % +  
 A = 80-89%  
 B+ = 75-79%  
 B = 70-74%  
 C+ = 65-69%  
 C = 60-64%  
 D = 50-59%  
 F = < 50%

### *What if Something Goes Wrong?*

Students are responsible for any missed information or materials. The instructor does not have notes available for students. The instructor is available to answer questions – make an appointment and come see me. If you will miss a quiz date or paper due-date, you **MUST** contact the instructor **PRIOR** to the date and in order to arrange for an extension or make-up quiz. Reasonable requests will be accommodated.

### Course Topics

1. Introduction: Health, Wellbeing... and Geography?
  - a. Sternberg (2010) Chapter 1 'Healing Places'

#### Part A. 'SUNSHINE'

2. Therapeutic / Salutogenic Landscapes
  - a. Bell et al (2018) From therapeutic landscapes to healthy spaces, places, and practices: a review. Social Science & Medicine. 196: 123-130.
  - b. Bell et al (2015) Seeking everyday wellbeing: the coast as a therapeutic landscape. Social Science & Medicine. 142: 56-67.
3. Indigenous Knowledge, Environment, and Wellbeing
  - a. Cunsolo et al (2012) 'From this place and of this place': Climate change, sense of place, and health in Nunatsiavut, Canada. Social Science and Medicine. 75: 538-547.
  - b. Pinelli, R. and G. Tipa (2009) Beyond foodscapes: considering geographies of Indigenous well-being. Health & Place. 15(2): 455-465.
  - c. Alaazi et al (2015) Therapeutic landscapes of home: exploring indigenous peoples' experiences of a Housing First intervention in Winnipeg. Social Science & Medicine. 147: 30-37
4. Climate Change, Environmental Loss and Ecological Grief
  - a. Lowe, S., Joshi, S., Pietrzak, R., Galea, S. and M. Cerda (2015) Mental health and general wellness in the aftermath of Hurricane Ike. Social Science and Medicine, 124: 162-170
  - b. Bourque and Cunsolo (2014) Climate change: the next challenge for public mental health? International Review of Psychology. 24: 415-422
  - c. Cunsolo, A. and Ellis (2018) Ecological grief as a mental health response to climate change-related loss. Nature Climate Change. 8:295-281.

#### Part B. 'FREEDOM'

1. Healing Cities and Architecture
  - a. Pacione, M. (2003) Urban environmental quality and human wellbeing – a social geographical perspective. Landscape and Urban Planning. 65(102): 19-30.
  - b. Smith, D., Metcalfe, P. and M. Lommerse (2012) Interior architecture as an agent for wellbeing. Journal of the Home Economics Institute of Australia. 19(3): 2-9.
  - c. Sternberg (2010) Chapter 10: Hospitals and Wellbeing.
  - d. Sternberg (2010) Chapter 11: Healing Cities, Healing World
  - e. Witten, Kearns and Carroll (2015) Urban inclusion as wellbeing: exploring children's accounts of confronting diversity in inner city streets. Social Science & Medicine. 133: 349-357.
2. Sacred Spaces of Health and Wellbeing
  - a. Sternberg (2010) Chapter 8: Healing thought and healing prayer.
  - b. Foley, R. (2011) Performing health in place: the holy well as a therapeutic assemblage. Health & Place. 17(2): 470-479.

- c. Agyekum and Newbold (2016) Religion/spirituality, therapeutic landscapes and immigrant mental wellbeing amongst African immigrants to Canada. *Mental Health, Religion, and Culture*. 19(7): 674-685.

#### Part C. 'AND A LITTLE FLOWER'

1. Contact with / Exposure to Nature – Or - The Healing Effect of Plants and Animals
  - a. Oh et al (2017) Health and wellbeing benefits of spending time in forests: systematic review. *Environmental Health and Preventative Medicine*. 22(17)
  - b. Sultana, F. (2012) Producing contaminated citizens: towards a nature-society geography of health and wellbeing. *Annals of the Association of American Geographers*. 102(5): 1165-1172.
  - c. Sternberg (2010) Chapter 12: Healing gardens and my place of peace.
  - d. Thomas, F. (2015) The role of natural environment within women's everyday health and wellbeing in Copenhagen, Denmark. *Health & Place*. 35: 187-195.
  - e. Volker, S. and T. Kisteman (2011) The impact of blue space on human health and wellbeing – salutogenic health effects of inland surface waters: a review. *International Journal of Hygiene and Environmental Health*. 214(6): 449-460.
2. Mental Health and Wellness in the Academy
  - d. University of Manitoba Mental Health Strategy  
<http://umanitoba.ca/student/mentalhealth/mh-strategy.html>
  - e. Conradson, D. (2016) Fostering student mental wellbeing through supportive learning communities. *The Canadian Geographer*. 60(2): 239-244.
  - f. Windhorst, E. and A. Williams (2016) Bleeding at the roots: post-secondary student mental health and nature affiliation. *The Canadian Geographer*. 60(2): 232-238.

"There is pleasure in the pathless woods, there is rapture in the lonely shore, there is society where none intrudes, by the deep sea, and music in its roar; I love not Man the less, but Nature more."

*Lord Byron*

#### ADDITIONAL INFORMATION

Academic Dishonesty: Plagiarism and Cheating

Academic dishonesty is an offense to the goals and purposes of a university education, and is taken very seriously. It is strongly recommended that students review the online Academic Integrity and Student Conduct Tutorials

[http://umanitoba.ca/student/resource/student\\_advocacy/AI-and-Student-Conduct-Tutorials.html](http://umanitoba.ca/student/resource/student_advocacy/AI-and-Student-Conduct-Tutorials.html)

The tutorials will refresh your knowledge of how to stay on the right side of Academic Integrity. Of particular import to this course is the correct use of sources and citation of resources used in writing research papers/essays. This includes the use of figures and images in both written work and in media such as PowerPoint presentations.

Penalties for engaging in academic dishonesty can include F-grades on assignments or the course, suspension for a period of up to five years from registration in courses taught in a particular department or from all courses taught in a Faculty. Faculty members have the right to submit student work that is suspected of being plagiarized to programs and sites designed to detect plagiarism.

Voluntary Withdrawal (VW) Date: This is the last date, each term, for the withdrawal from a course without academic penalty. The VW date is the 48<sup>th</sup> class day. A new Voluntary Withdrawal Policy is now in effect which may influence your choice to VW a course or not. You are encouraged to review these policies:

[http://umanitoba.ca/admin/governance/media/Voluntary\\_Withdrawal\\_Policy\\_-\\_2016\\_09\\_01.pdf](http://umanitoba.ca/admin/governance/media/Voluntary_Withdrawal_Policy_-_2016_09_01.pdf) and to speak to your instructor and/or an academic advisor for any needed clarification.

### Course Technology and Electronic Devices

As this course requires access to UMLearn, students are expected to have a laptop or other computer and reliable Internet service, to access course information as posted to the course UMLearn site. Students are allowed to bring laptops into the classroom for note taking, however the instructor reserves the right to withdraw this privilege if

students are found to be off task (e.g., surfing the Net, catching up on Snapchat etc.).

Cellphones are to be silenced/off during class time. Students who do not do so may be asked to leave the room.

Recording of classes is generally not permitted, unless this is an approved accommodation for a student registered with Student Accessibility Services (see below).

### Student Accessibility Services (SAS) and Accommodations

Students with any form of disability are strongly encouraged to register with and use the services offered by SAS. As your instructor, I am always available to you to discuss implementation of accommodations as recommended by SAS.

### Respectful Workplace and Learning Environment (RWLE) Policy

The University of Manitoba supports equity, diversity and the dignity of all people, and promotes equity in all learning programs, in employment and in the conduct of the affairs of the University. Every individual has the right to participate, learn, and work in an environment that promotes equal opportunities and prohibits discriminatory

practices. The University is committed to an inclusive and respectful work and learning environment, free from: a) discrimination or harassment as prohibited by the Manitoba Human Rights Code; b) sexual harassment; and c) personal harassment. As members of this University community, we all share in the responsibility of establishing and maintaining a climate of respect. As a faculty member, it is my duty to address any situations in which respect is lacking. For additional information please review the RWLE policy:

[http://umanitoba.ca/admin/governance/media/Respectful\\_Work\\_and\\_Learning\\_Environment\\_RWLE\\_Policy\\_-\\_2009\\_01\\_27.pdf](http://umanitoba.ca/admin/governance/media/Respectful_Work_and_Learning_Environment_RWLE_Policy_-_2009_01_27.pdf)

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

### University Support Offices and Policies

#### *Writing and Learning Support*

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In

these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>  
You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

#### *University of Manitoba Libraries (UML)*

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in person.

A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries).

#### *Health and Wellness Support*

For 24/7 mental health supports, contact the Mobile Crisis Service at 204-940-1781. Student Counseling Centre (SCC) Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counseling.

Student Counseling Centre:  
<http://umanitoba.ca/student/counselling/index.html>  
474 University Centre or S207 Medical Services  
(204) 474-8592

#### *Student Support Case Management*

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. Student Support Intake Assistant

<http://umanitoba.ca/student/case-manager/index.html>  
520 University Centre (204) 474-7423

#### *University Health Service*

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. University Health Service

<http://umanitoba.ca/student/health/>  
104 University Centre, Fort Garry Campus  
(204) 474-8411 (Business hours or after hours/urgent calls)

#### *Health and Wellness*

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <http://umanitoba.ca/student/health-wellness/welcome.html>  
[Katie.Kutryk@umanitoba.ca](mailto:Katie.Kutryk@umanitoba.ca)  
469 University Centre  
(204) 295-9032  
Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

### *Copyright Compliance*

All students are required to respect copyright as per Canada's Copyright Act. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community.

Visit <http://umanitoba.ca/copyright> for more information.

### *University Policies and Important Information*

Your rights and responsibilities: As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations

that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections University Policies and Procedures and General Academic Regulations. While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form

<http://umanitoba.ca/registrar/>

- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the Academic Integrity regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support

<http://umanitoba.ca/academicintegrity/> View the Student Academic Misconduct procedure for more information.

- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include:

Student Discipline

[http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) and,

Violent or Threatening Behaviour

[http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

- If you experience Sexual Assault or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The Sexual Assault policy may be found at:

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html) More

information and resources can be found by reviewing the Sexual Assault site

<http://umanitoba.ca/student/sexual-assault/>

- For information about rights and responsibilities regarding Intellectual Property view the policy [http://umanitoba.ca/admin/governance/media/Intellectual\\_Property\\_Policy\\_-\\_2013\\_10\\_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

Contact an Academic Advisor within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

### *Student Advocacy*

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

[student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)



