

Syllabus: Special Topics: HS 3092B
Impacts of Climate Change on Health
DRAFT OUTLINE & SUBJECT TO CHANGE

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Date/Time: Location:

Teaching Assistant: TBD

Office Hours:

Office:



Land Acknowledgement: The HS3092B teaching team acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada and stand in solidarity with those who live with ongoing trauma, adversity and oppression from cultural genocide, residential schools, the Indian Act and environmental racism. This course includes a purposeful focus on environmental justice, acknowledging the detrimental impact that colonisation has had on the health and wellbeing of Indigenous peoples and land. We also acknowledge the strengths and value of Indigenous knowledge, including in relation to health, wellbeing and the environment. We are committed to learning, unlearning, revealing misinformation and renewing respectful relationships.

Course Description

This is an advanced undergraduate course that explores the impacts of climate change on human health. Students will learn about the impacts of environmental changes – such as changing temperatures and precipitation, extreme weather events and resource scarcity – on population health outcomes. Specifically, this course will equip students with a nuanced understanding of the following cross-cutting issues:

1. Environmental justice

Students will learn about environmental justice, and relationships between the social, environmental, and structural production of health and illness. We will focus on the health of populations that face a disproportionate burden of climate-change-related environmental impacts for social, geographic and structural reasons. These groups may include: people living in humanitarian contexts or who have been forced to migrate, Indigenous peoples who have been dispossessed of land due to colonization, racialized peoples, women, 2SLGBTQIA+ folks, people living in poverty and those who are precariously housed or homeless.

2. Diverse impacts of climate change on health-related outcomes

Students will learn about relationships between climate change and diverse health-related outcomes, with a focus non-communicable and communicable diseases, with attention to sexual and reproductive health and rights.

3. Climate change impacts on human health across the life course

Students will learn about health-related impacts of climate change from a life course perspective. Specific attention will be given to age-related environmental and socio-structural impacts of climate change, with a focus on childhood, adolescence and older age.

4. Place and environment

This course will focus on readings and case studies from diverse geographic contexts. Specifically, students will learn about geographies that have seen severe climate-change related impacts in places least able to buffer against these changes. Special attention will be given to Eastern Africa, the Arctic and small-island states.

Prerequisites

Prerequisites: Minimum of 60% [mandatory] in each of Health Sciences 1001A/B and Health Sciences 1002A/B.

Antirequisites: None.

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Readings and course materials:

There are no textbooks for this course. All readings will be available, at no cost, through Western's Library System, online and/or through our OWL site. In this course students will engage a variety of knowledges from within and beyond academia, including traditional, subjugated and Indigenous knowledges, activism, and art (e.g. visual, performances, written). In addition to peer reviewed journal articles, additional sources may include grey literature, policy documents, art (visual, performance, written), video, popular press articles and website content among others.

Students can expect 3-4 readings and/or alternative sources to explore each week. Additional materials may be assigned at any time, and will be posted on the course website. Students are responsible for the content covered in all assigned course materials. Required readings and resources will be posted on OWL on a weekly basis.

Weekly Schedule

Week	Date	Topic
1		Introduction & course overview What do we mean by <i>Climate Change and Health</i> ? Why should we care? State of the evidence.
1		Introduction to key concepts and frameworks on climate change and health
2		Who is most vulnerable to the impacts of climate change on health? Environmental justice and environmental racism
2		Environmental justice and environmental racism (continued)
3		Local issues in climate change & health Current political and legislative issues in Canada
3		Discussion & action: Key issues in London and Canada
4		Climate change and child health
4		Indigenous land, space & place
5		Indigenous land, space & place
5		Mid-term exam (in-class)
6		Group presentations: Air quality, climate change and health
6		Lecture: air quality, climate change and health
7		Group presentations: Vector-borne diseases, climate change and health Water-borne diseases, climate change and health
7		Lecture: Vector-borne diseases, climate change and health Water-borne diseases, climate change and health
8		Messy Hope

		Co-benefits, adaptation & mitigation Resilience & resistance
8		Climate-resilient and environmentally sustainable health care facilities & Water, sanitation and hygiene
9		Group presentations Food and nutrition, climate change and health
9		Lecture: Food and nutrition, climate change and health
10		Group presentations: Mental health and climate change
10		Lecture: Mental health and climate change
11		Group presentations: Sexual and reproductive health, violence and climate change
11		Lecture: Sexual and reproductive health, violence and climate change Climate change, conflict and humanitarian crises
12		Climate change and health: co-benefits, future directions and opportunities for getting involved (outdoors, weather permitting)
12		Course reflections (outdoors, weather permitting)
12		Final report due

Assessment

Below you find a general description of each method of assessment. Detailed guides for each assignment will be delivered in a timely fashion throughout the course.

Assessment Method	Date	Weight (%)
Group Assignment (Presentation)	Weeks 5-12: Each student will co-deliver 1 group presentation	30%
Mid-term exam		30%
Final research paper		40%

Mid-term Exam

This in-class mid-term exam will include short answer and essay questions. All content included in the lectures and assigned readings and resources is examinable. If you miss the examination for this course, you are required to be in touch with your Academic Counselling office as soon as possible and within 24 hours of the missed exam. It is also a good idea to inform the course instructor immediately.

Group Assignment

In small groups, students will prepare and deliver a 15 minute presentation on a current climate and health-related issue. While the format of the presentation is flexible, each group will be asked to respond to three critical questions during the course of their presentation. A class discussion will follow. Group presentations will take place during weeks 5-11. Further detail, alongside sample topics and a sign-up process will be provided during the first weeks of class.

Research Paper

Students will write an end of year research paper. Further instructions will be disseminated in the first weeks of the course. This assignment must be submitted by the end of the submission date using the assignment tool on OWL.

Extensions and late assignments

In order to be fair to your peers, the instructor and teaching assistant, assignments submitted after the deadline which did not receive a written, pre-arranged approval for extension by the instructor will be penalized by 5 percentage points per day (including Saturday and Sunday) and will only be accepted up to seven days after the due date/time. If you think you will be unable to hand in an assignment on time, please contact the instructor as soon as possible.

Note-Taking for Lecture Slides:

A copy of my lecture slides for each unit will be provided for you, immediately prior to the lecture. They do not represent “all” of the content for which you are responsible. Additional comments are often made during lectures that extend beyond what is contained on each slide. It is your responsibility to take additional notes as suitable.

Personal Response Systems (“clickers”)

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

Communication

The Course Instructor will hold weekly office hours each Thursday from 12-1. If you are unable to attend office hours, please contact your course instructor over email to set up an appointment.

Outside of classes and office hours, you are welcome to e-mail questions and comments. Your Teaching Assistant is your first point of e-mail contact for this course. If there are questions or comments that require the course instructor, the teaching assistant will jointly email the course instructor and student. We will respond to your emails in as timely a fashion as possible (although unlikely after 5pm or on weekends), and within 24-48 hours, provided they are appropriate. Please note: you are expected to use your “UWO” e-mail address for this course).

E-mails, like any other form of communication with the course Instructor/Teaching Assistants, are appropriate when their content is respectful, when they are not anonymous, and when their sender does not ask for information delivered during a lecture to be repeated. If you have a question or do not understand a term or phrase, it is your responsibility to tell the Course Instructor/Teaching Assistants what you think the answer is, what you think would be an appropriate example, and/or what it is that you are having difficulty interpreting, as this is in service of your learning. Inappropriate e-mails will either receive no response or will receive a response in which you are directed to review this component of the course outline and then invite you to e-mail again. Any inappropriate emails will be forwarded to the appropriate administrative office to be placed on-file.

Mutual Expectations

You can expect your instructor to prepare a course that will allow you to meet the course learning outcomes. Throughout all course components, I will strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. I require the same from you. Any and all disruptive behaviours which may impede the ability of you or other students to learn are unacceptable behaviours. If we all abide by this code of civility and mutual respect, we set the stage for a healthy and stimulating intellectual forum.

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. This practice will not occur here. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this topic is covered". In the same vein, you will not be permitted to do extra work, an extra assignment etc in order to improve any part of, or your final grade.

Students should log into OWL on a regular basis (i.e., daily in case of announcements) using their UWO username and password for access to the HS 3092b course OWL site.

Marks

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is anticipated that the course averages in years 1 through 4 grades will vary and this is the normative breakdown of average grades/year:

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

POLICIES

Prerequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Covid -19 Contingency Plan for in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Late assignments

Assignments must not be missed unless there is a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will instructors consider a new due date for an assignment. Late assignments may be docked a certain percentage per day, which is determined by the instructor.

Attendance and Classroom Behaviour (online and/or in-person)

In the School of Health Studies, each course instructor sets specific expectations

for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. **Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.**

Use of Recording Devices and Course Content

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Use of Plagiarism Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Student Code of Conduct

Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

(i) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or

(ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>

3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.mentalhealthsupport.ca/) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.healthandwellness.uwo.ca/). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Common Concerns

The table below summarizes a list of common student concerns and how they are to be resolved.

Concern	How to address concern
Course administrative matters	Read through the course outline. If the question cannot be answered from information in the course outline, email your TA.
Course content questions	Refer to the OWL Resources. If you can not find the answer, email your TA.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html