



ES/GE/HE 320 ENVIRONMENT, HEALTH, AND DEVELOPMENT

IES Abroad Cape Town

DESCRIPTION:

Using the lens of geography, this course will provide students with the opportunity to bring a geographical perspective to bear on the concepts of environment, health and development and, in particular, understand the complex relationships among these concepts across space, in different places, and at multiple scales.

Using a series of case studies that highlight the relationship among environment, health, and development in an African or South African context according to themes (e.g., housing, water, transportation), this course will encourage students to ask and answer the following questions: Is there a link between the health of the environment and the health of the people in it? Does a healthier environment generally mean healthier people? Is there a link between development and human health? Does more developed generally mean a greater number of healthy people? How does human health (if at all) contribute to sustainable development?

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

This course will use a range of active learning pedagogies. Each week will be structured around a theme (e.g. water or transportation or housing) that will combine lecture, group work, and class discussion to delve into and interrogate the relationship among environment, health, and development via case studies and class-generated questions pertaining to the week's theme. When appropriate, short videos will be shown or snippets of podcasts will be listened to in class.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation – 10%
- Summaries and Reflections – 20%
- Weekly Discussion Questions – 10%
- Mid-term Case Study – 20%
- Final Exam – 40%

Course Participation

Participation can be asking questions as well as making declarative statements. We will have discussion throughout lectures. Discussion will sometimes be as a whole class; sometimes it will be in small groups. It is essential that you complete the readings and interrogate the case studies every week in order to fully participate in discussion. Readings are discussed specifically to ensure your understanding of them and to highlight key points, problems, and ideas. Discussion in class assumes that the relationship among all participants is collegial. Major differences in background and theoretical inclination are to be faced openly, without comments to close off discussion. Disagreements are okay!

Participation is also contributing to Classroom Assessment Techniques (CATs) (e.g., The Muddiest Point) to help frame content covered in various classes. Finally, participation is also contributing your weekly discussion questions to Moodle (see further explanation below under "Other").

Summaries and Reflections

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In order to stimulate critical thinking, students will be required to complete four written summaries and reflections based on the assigned weekly readings. Two are assigned by the lecturer and required of everyone; two additional weeks are selected by students. The week that the first lecturer-assigned summary and reflection is due (Week 2) the lecturer will circulate a list of all the topics covered in this course. Students will then sign-up for the two topics for which they want to submit a summary and reflection (i.e., the two topics in addition to the two that the lecturer has assigned to everyone). Students can sign up for any two additional topics – in other words, it does not matter if multiple students select the same topics for which to submit a summary and reflection. On the first day of class the lecturer will give students an example of what a summary and reflection should look like. Importantly, as part of reflections, students should address the guiding question that the lecturer has posed for each week (see the week-by-week schedule of topics and readings further on in the syllabus).

Weekly Discussion Questions

Students are each responsible for crafting questions that will contribute to class discussions on each theme. For each new theme, students are required to post two questions to the class site on Moodle that pertain to the theme, and that we will endeavor to answer during the following week as we explore the relationship among environment, health, and development through each theme's lens (e.g., water or transportation or energy). Questions should be informed by content covered in previous weeks.

Mid-term Case Study

The week immediately following the mid-semester vacation will be dedicated to student presentations of case studies. For this assignment, students are required to find a case study drawn from South Africa or elsewhere in Africa, that highlights the complex relationship(s) among environment, health, and development. Students can choose to select a case study that speaks to themes that have already been covered in the course, or to themes that are upcoming in the course. Students will be required to do an 8-10 minute presentation of their case study as well as entertain 5 minutes of Q and A with the class thereafter.

As a follow-up to the oral presentation, the lecturer will provide all students with three "generic" questions that students need to write written responses to drawing on the context of their chosen case study.

Final Exam

This assessment will consist of short answer questions, and one longer essay question. Material for the exam will come from both content covered in class and the two course related trips we take. The final exam for this course will be written over two parts. Part 1 will consist of short answer questions and an essay question. Part 2 will consist of a case study where you will be asked to apply the knowledge you developed in this course to a case study (that you have not seen before) that highlights the relationship among the environment, health, and development.

LEARNING OUTCOMES:

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

- Define the concepts of environment, health, and development from a geographical perspective;
- Discuss the relationships among the concepts of environment, health, and development in a variety of contexts;
- Apply the concepts of space, place, and scale to case studies to be able to highlight the importance of a geographical understanding of human health in different environmental and development contexts;
- Critique theories of development using a geographical lens and view on the relationship between human health and the environment;
- Evaluate the importance of human health to achieving sustainable development.

ATTENDANCE POLICY:

Attendance is **mandatory** for all IES classes, including all course-related trips. **Excused absences** are permitted in the cases of documented illness, a family emergency or when class is held on a recognized religious holiday traditionally observed by a particular student. In this case an IES Abroad **Excused Absence Form** and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the **Excused Absence Form** must be submitted to the Academic Manager within 24 hours after the class with a doctor's note.



More than two unexcused absences will result in **two percentage points (2%)** being deducted from the final grade for every additional unexcused absence thereafter.

Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence they cannot be made up.

It is the student's responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

CONTENT:

Each week (under Week) there is a question. These questions are meant to offer an organizing framework for your thinking through and preparation for that week as you complete the readings and find appropriate case studies to share with the class. We will also address these questions in class during our discussions.

Week	Content	Assignments
<p>Week 1:</p> <p><i>How do relationships among the concepts of environment, health, and development contribute to a richer understanding of each concept?</i></p>	<p>Welcome, Introductions & Exploring Environment, Health, and Development</p> <p>Session 1: Welcome to the course. Overview of the course. Introductions: to each other and to the lens of geography.</p> <p>Session 2 & Session 3: An initial exploration of the concepts of health, environment, and development</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Cummins, S. et al. 2007. Understanding and representing 'place' in health research: A relational approach. <i>Social Science & Medicine</i>, 65, 9:1825-1838. • https://www.nationalgeographic.org/education/national-geography-standards/geographic-perspectives/ • The National Academies Press. 2010. Understanding the Changing Planet: Strategic Directions for the Geographical Sciences, Chapter 6: How does where people live affect their health? pp:67-75. • Philips, D. et al. 1998. Health, environment, and development: Issues in developing and transitional economies. <i>GeoJournal</i> 44, 2:97-102. • Tong, S. et al. 2002. Population Health, Environment and Economic Development. <i>Global Change and Human Health</i> 3, 1:36-41. • Verhasselt, Y. 2003. Geography of health: Some trends and perspectives. <i>Social Science & Medicine</i> 36, 2:119-123.
<p>Week 2:</p> <p><i>What key contributions has a focus on geography made</i></p>	<p>Health Geography... or is it the geography of (public) health?</p> <p>Session 4 & Session 5: What is health geography? Why is it a useful perspective for understanding human health?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Kearns, R. & G. Moon. 2002. <u>From medical to health geography: novelty, place and theory after a decade of change.</u> <i>Progress in Human Geography</i> 26,5:605-625

<p><i>to our understanding of health – both individuals’ health and the health of populations (public health)?</i></p>	<p>Session 6: Should we rather be talking about the geography of public health? Why or why not?</p>	<ul style="list-style-type: none"> • Andrews, R. & G. Moon. 2005. <u>Space, Place and the Evidence Base, Part 1: An Introduction to Health Geography (A Commentary)</u>. <i>Worldviews on Evidence-Based Nursing</i> Second Quarter: 55-62 • Brown, T., McLaffery, S. and G. Moon. 2010. <u>Introduction to Health and Medical Geography</u>, Chapter 1 - pp:15-32. In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. • Curtis, S., Riva, M. and M. Rosenberg. 2010. <u>Health Geography and Public Health</u>, Chapter 18 - pp:326-345. In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. <p>Deliverables: Discussion Questions on Moodle Summary and Reflection #1</p>
<p>Week 3:</p> <p><i>What, exactly, is the Disease Ecology Framework?</i></p>	<p>The Disease Ecology Framework</p> <p>Session 7: What do we mean by “disease ecology”?</p> <p>Session 8: Disease ecology, health, and the environment: the role of development on this relationship.</p> <p>Session 9: A focus on the political ecology of disease</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Oppong, J. and A. Harold. 2010. <u>Disease, Ecology, and Environment</u>, Chapter 5 - pp:81-95. In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. • Garchitorea, A. et al. 2017. <u>Disease ecology, health and the environment: a framework to account for ecological and socio-economic drivers in the control of neglected tropical diseases</u>. <i>Philosophical Transactions of the Royal Society B</i>. (no page numbers) (this reading includes a focus on two case studies – Buruli Ulcer and Schistosomiasis). • Mayer, J. 1996. <u>The political ecology of disease as one new focus for medical geography</u>. <i>Progress in Human Geography</i> 20, 4:441-456. <p>Deliverables Discussion Questions on Moodle</p>
<p>Week 4:</p> <p><i>What do each of these theories add to our understanding of health, the environment,</i></p>	<p>An exploration of theories of development</p> <p>Session 10: Geography, Philosophy and Social Theory</p> <p>Session 11 & Session 12: Understanding and interrogating theories of development: Modernisation, Dependency, World Systems and Globalization</p>	<p>Readings</p> <ul style="list-style-type: none"> • Peet, R. 1998. <i>Modern Geographical Thought</i>. Chapter 1: Geography, Philosophy and Social Theory, pp:1-33. • Royal Geographical Society (nd). <u>Theories of Development</u> (this is a really useful overview of how conceptualizations (and hence, theories) of development have changed over time).

<p>and the relationship between them?</p>		<ul style="list-style-type: none"> • Shareia, B. 2015. Theories of Development. <i>International Journal of Language and Linguistics</i> 2(1):78-90 (the empirical focus of this article is not important; the discussion of theories of development is important and is what you should focus on). <p>Deliverables Discussion Questions on Moodle</p>
<p>Week 5:</p> <p><i>Is a focus on public health important for achieving sustainable development? If so, why? If not, why not?</i></p>	<p>A particular focus on public health and sustainable development</p> <p>Session 13: Why does human health feature so prominently in the sustainable development goals?.</p> <p>Session 14 & Session 15: How does human health contribute to achieving sustainable development?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chan, M. 2016. Health in the Sustainable Development Goals. World Health Organization. • Seminar 1 in: Health, Environment and Sustainable Development: Towards the Future We Want. pp: 2-8. • Von Schirnding, Y. and C. Mulholland. 2002. Health and Sustainable Development: Key Health Trends. World Health Organization. pp:1-20. • Thematic Group on Health for All of the Sustainable Development Solutions Network. 2014. Health in the Framework of Sustainable Development. Sustainable Development Solutions Network. pp:1-54. <p>Deliverables: Discussion Questions on Moodle</p>
<p>Week 6:</p> <p><i>Why is it important to focus on the health of children, specifically?</i></p>	<p>The health of children</p> <p>Session 16: Child health – why children should not simply be treated as little adults.</p> <p>Session 17: The environmental influences on child health – what are they and how can they be mitigated?</p> <p>Session 18: Child health in South Africa – inpacking some trends</p>	<p>Readings</p> <ul style="list-style-type: none"> • Landrigan, P. and A. Garg. 2005. Children are not little adults (Chapter 1, pp: 3-16). In <i>Children’s Health and the Environment: A Global Perspective</i>. World Health Organization. • National Research Council (US); Institute of Medicine (US). 2004. Children’s Health, The Nation’s Wealth: Assessing and Improving Child Health. Chapter 1: Children’s Health, the Nation’s Wealth. Washington (DC): National Academies Press (US) (no page numbers, available online). • Pronczuk, J. 2005. Where the child learns. (Chapter 4, pp: 40-45). In <i>Children’s Health and the Environment: A Global Perspective</i>. World Health Organization.

		<ul style="list-style-type: none"> • Tennessee, M. 2005. <u>Where the child works</u>. (Chapter 5, pp: 46-53). In <i>Children's Health and the Environment: A Global Perspective</i>. World Health Organization. • Mathee, A. et al. 2018. <u>Development for children's environmental health in South Africa: Past gains and future opportunities</u>. <i>Development Southern Africa</i> np: open access journal article. <p>Deliverables: Discussion Questions on Moodle</p>
<p>Week 7:</p> <p><i>Why is it so important to address the social determinants of human health?</i></p>	<p>The impact of the social environment on health</p> <p>Session 19: Mapping the social determinants of health</p> <p>Session 20 & Session 21: How does the social environment contribute to the geography of health inequalities?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Marmot, M. 2005. <u>Social Determinants of Health</u>. <i>The Lancet</i> 365, 9464:1009-1104. • Genes, Behavior, and the Social Environment: Moving Beyond the Nature/Nurture Debate. 2006. In: Institute of Medicine (US) Committee on Assessing Interactions Among Social, Behavioral, and Genetic Factors in Health; Hernandez LM, Blazer DG, editors. Washington (DC): National Academies Press (US). • European Environment Agency. 2010. Environment, Health and Quality of Life. In <i>European Outlook 2010</i>. • Kulkarni, S & Subramanian, V. 2010. Social Perspectives on Health Inequalities (Chapter 20, pp:375-398). In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. <p>Deliverables: Discussion Questions on Moodle Case Studies Presentations in Week 8</p>
<p>Week 8:</p>	<p>Case Studies Presentations</p>	<p>This week is devoted to presentations of students' case studies. Everyone will have 5-7 minutes for their presentation, followed by 5 minutes for Q and A with the class thereafter. In particular, as a class we are going to discuss how the case studies highlight the course content, and draw comparisons between case studies in terms of the relationship among environment, health, and development in different places, across space, and at multiple scales.</p>

<p>Week 9:</p> <p><i>Is human health political? If so, how?</i></p>	<p>The impact of the political environment on health</p> <p>Session 22 & Session 23: Understanding human health through the lens of politics</p> <p>Session 24: The politics of HIV/AIDS</p>	<p>Readings</p> <ul style="list-style-type: none"> • Kickbusch, I. 2015. The political determinants of health – 10 years on. <i>British Medical Journal</i>, np (doi: https://doi.org/10.1136/bmj.h81). • Bambra, C. et al. 2005. Towards a Politics of Health. <i>Health Promotion International</i> 20(2):187–193. • Parkhurst, J. & L. Lush. 2004. The political environment of HIV: lessons from a comparison of Uganda and South Africa. <i>Social Science & Medicine</i> 59(9):1913-1924. <p>Deliverables: Discussion Questions on Moodle</p>
<p>Week 10</p> <p><i>How does the built environment facilitate and/or constrain access to physical activity?</i></p>	<p>The impact of the built environment on health</p> <p>Session 25: What constitutes the built environment?</p> <p>Session 26 & Session 27: How does the urban built environment influence human health (particularly in terms of access to physical activity)?</p>	<p>Readings</p> <ul style="list-style-type: none"> • Ellaway, S. & S. Macintyre. 2010. Neighborhoods and Health (Chapter 21, pp:399-417). In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. • Fontaine, D. 2011. How does the urban built environment facilitate and/or constrain children’s access to daily physical activity? (PhD Dissertation Research). • Villaneuva, K. et al. 2013. The impact of the built environment on health across the life course: design of a cross-sectional data linkage study. <i>British Medical Journal</i>:np (open access journal). • Jenkins, G. et al. 2015. Disparities in Quality of Park Play Spaces between Two Cities with Diverse Income and Race/Ethnicity Composition: A Pilot Study. <i>International Journal of Environmental Research and Public Health</i> 12: 8009-8022. <p>Deliverables: Discussion Questions on Moodle Summary and Reflection #2</p>
<p>Week 11:</p> <p><i>How is climate change an indicator of environment and</i></p>	<p>The impact of climate change on health</p> <p>Session 28: Understanding the relationship between human health and climate change</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Wu, X. 2016. Impact of climate change on human infectious diseases: Empirical evidence and human adaptation. <i>Environment International</i> 86:14-23.

<p>development? And, why should we be paying particular attention to its impact on human health?</p>	<p>Session 29 & Session 30: Climate change and human health in the African context – why is there a dearth of research in this context?</p>	<ul style="list-style-type: none"> • Balbus, J. et. al. 2016. <i>The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment</i>. Chapter 1, Climate Change and Human Health, pp:25-42. • Myers, J. 2011. A public health approach to the impact of climate change on health in southern Africa – identifying priority modifiable risks. <i>The South African Medical Journal</i> 101(11): np. • United Nations Economic Commission for Africa, African Climate Policy Center. 2011. <i>Climate Change and Health Across Africa: Issues and Options</i>.pp 1-48. <p>Deliverables: Discussion Questions on Moodle</p>
<p>Week 11</p> <p>Why is the provision of clean, safe water and the provision of sanitation often not given due consideration in terms of promoting development?</p>	<p>The impact of (access to) water and sanitation on health</p> <p>Session 31 & 32: Access to a basic need – water – and (by association, sanitation): What does this mean for human health?</p> <p>Session 33: Why does economics factor so heavily into discussions about health and access to water and sanitation?</p>	<p>Readings</p> <ul style="list-style-type: none"> • <u>The importance of water, sanitation and hygiene as keys to national development.</u> • Tarrass, F. & Benjelloun, M. 2012. <u>The effects of water shortages on health and human development.</u> <i>Perspectives on Public Health</i> 132, 4:240-244. • Van Minh, H. & H. Nguyen-Viet. 2011. Economic aspects of sanitation in developing countries. <i>Environmental Health Insights</i> 5:63-70. • <u>Generating economic benefits with improved water resources management and services.</u> <p>Deliverables: Discussion Questions on Moodle</p>
<p>Week 12:</p> <p>Level 6B water restrictions: Limit consumption to 50 litres of water, per person, per day...</p>	<p>Drought as a lens</p> <p>Session 37: Drought in Cape Town, and in South Africa</p> <p>Session 38: Drought as a focal point of the relationship between environment, health and development in Africa</p> <p>Session 39: (South) Africa as an example for thinking more broadly about the relationship between environment, health and development</p>	<p>Readings</p> <ul style="list-style-type: none"> • Bohatch, Trevor. “What’s causing Cape Town’s water crisis?”. <i>Groundup</i>. 16 May, 2017. Web. • “Groundup: What is the future of Cape Town’s water supply?” <i>Daily Maverick</i>. 28 February, 2018. Web. • Johnston, Pete. “How Western Cape farmers are being hit by the drought”. <i>Mail & Guardian</i>. 26 February, 2018. Web. • Bryan, E. & Deressa, Temesgen T., Gbetibouo, Glwadys A., Ringler, Claudia. <i>Adaptation to climate change in Ethiopia and South Africa: options</i>

		<p>and constraints. <i>Environmental Science & Policy</i> 12(4), 2009:413-426.</p> <ul style="list-style-type: none"> • Ziervolge, Gina. What Africa's drought responses teach us about climate change hotspots. <i>African Climate Change & Development Initiative Blog</i>. 12 July, 2016. Web. • Codur, Anne-Marie & Harris, Jonathan M., Roach, Brian. <i>The Economics of Global Climate Change</i>. Global Development and Environment Institute, Tufts University. 2017. Chapter 4, pgs. 46-56.
Week 13:	<p>Access to healthcare and its impact on human health</p> <p>Session 37: Drought in Cape Town, and in South Africa</p> <p>Session 38: Drought as the focal point of environment, health and development</p> <p>Session 39: South Africa as an example for thinking broadly about the relationships between the environment, health and development</p>	<p>Readings</p> <ul style="list-style-type: none"> • Barnett, R. & Copeland, A. 2010. Providing Health Care (Chapter 26, pp: 497 – 520). In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. • Ricketts, T. 2010. Accessing Health Care (Chapter 27, pp: 521-539). In <i>A Companion to Health and Medical Geography</i> Wiley-Blackwell, Malden MA. • Scheffler, E. et al. 2015. The impact of health service variables on healthcare access in a low resourced urban setting in the Western Cape, South Africa. <i>American Journal of Primary Health Care and Family Medicine</i> 7(1):np. <p>Deliverables: Final Exam in Week 14</p>
Week 14:	<p>Final Exam</p> <p>Session 40: Final Exam part 1</p> <p>Session 41: Final Exam part 2</p>	

COURSE-RELATED TRIPS:

- A visit to the Cape Town office of the Health Systems Trust - Kenilworth, Cape Town
- A visit to the Red Cross Children's Hospital – Cape Town

REQUIRED READINGS:

- Andrews, R. and G Moon. 2005. Space, Place and the Evidence Base, Part 1: An Introduction to Health Geography (A Commentary). *Worldviews on Evidence-Based Nursing* \Second Quarter: 55-62
- Balbus, J. et. al. 2016. *The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment*. Chapter 1, Climate Change and Human Health, pp:25-42.
- Bamba, C. et al. 2005. Towards a Politics of Health. *Health Promotion International* 20(2):187–193.

- Barnett, R. & Copeland, A. 2010. Providing Health Care (Chapter 26, pp: 497 – 520). In A Companion to Health and Medical Geography Wiley-Blackwell, Malden MA.
- Bohatch, Trevor. “What’s causing Cape Town’s water crisis?”. *Groundup*. 16 May, 2017. Web.
- Brown, T., McLaffery, S and G Moon. 2010. Introduction to Health and Medical Geography (Chapter 1, pp:15-32). In A Companion to Health and Medical Geography Wiley-Blackwell, Malden MA.
- Bryan, E. & Deressa, Temesgen T., Gbetibouo, Glwadys A., Ringler, Claudia. Adaptation to climate change in Ethiopia and South Africa: options and constraints. *Environmental Science & Policy* 12(4), 2009:413-426.
- Chan, M. 2016. Health in the Sustainable Development Goals. World Health Organization.
- Climate Change: Potential Effects on Human Health in New Zealand. A report prepared for the Ministry for the Environment as part of the New Zealand Climate Change Programme.
- Codur, Anne-Marie & Harris, Jonathan M., Roach, Brian. *The Economics of Global Climate Change*. Global Development and Environment Institute, Tufts University. 2017. Chapter 4, pgs. 46-56.
- Curtis, S., Riva, M and M Rosenberg. 2010. Health Geography and Public Health (Chapter 18, pp:326-345). In A Companion to Health and Medical Geography Wiley-Blackwell, Malden MA.
- Ellaway, S & Macintyre, S. 2010. Neighborhoods and Health (Chapter 21, pp:399-417). In A Companion to Health and Medical Geography Wiley-Blackwell, Malden MA.
- European Environment Agency. 2010. Environment, Health and Quality of Life. In European Outlook 2010.
- Fontaine, 2011. How does the urban built environment facilitate and/or constrain children’s access to daily physical activity? (PhD Dissertation Research).
- “Groundup: What is the future of Cape Town’s water supply?” *Daily Maverick*. 28 February, 2018. Web.
- Garchitorena, A. et al. 2017. Disease ecology, health and the environment: a framework to account for ecological and socio-economic drivers in the control of neglected tropical diseases. *Philosophical Transactions of the Royal Society B*. (no page numbers) (this reading includes a focus on two case studies – Buruli Ulcer and Schistosomiasis).
- The importance of water, sanitation and hygiene as keys to national development Generating economic benefits with improved water resources management and services
- Jenkins, G. et al. 2015. Disparities in Quality of Park Play Spaces between Two Cities with Diverse Income and Race/Ethnicity Composition: A Pilot Study. *International Journal of Environmental Research and Public Health* 12: 8009-8022.
- Johnston, Pete. “How Western Cape farmers are being hit by the drought”. *Mail & Guardian*. 26 February, 2018. Web.
- Kearns, R and G Moon. 2002. From medical to health geography: novelty, place and theory after a decade of change. *Progress in Human Geography* 26(5):605-625
- Kickbusch, I. 2015. The political determinants of health – 10 years on. *British Medical Journal*, np (doi: <https://doi.org/10.1136/bmj.h81>).
- Kulkarni, S & Subramanian, V. 2010. Social Perspectives on Health Inequalities (Chapter 20, pp:375-398). In A Companion to Health and Medical Geography Wiley-Blackwell, Malden MA.
- Landrigan, P. and A Garg. 2005. Children are not little adults (Chapter 1, pp: 3-16). In Children’s Health and the Environment: A Global Perspective. World Health Organization.
- Marmot, M. 2005. Social Determinants of Health. *The Lancet* 365(9464):1009-1104. Genes, Behavior, and the Social Environment: Moving Beyond the Nature/Nurture Debate. 2006. In: Institute of Medicine (US) Committee on Assessing Interactions Among Social, Behavioral, and Genetic Factors in Health; Hernandez LM, Blazer DG, editors. Washington (DC): National Academies Press (US).
- Myers, J. 2011. A public health approach to the impact of climate change on health in southern Africa – identifying priority modifiable risks. *The South African Medical Journal* 101(11): np.
- Oppong, J and A Harold. 2010. Disease, Ecology, and Environment (Chapter 5, pp:81-95). In A Companion to Health and Medical Geography Wiley-Blackwell, Malden MA.
- Parkhurst, J & Lush, L. 2004. The political environment of HIV: lessons from a comparison of Uganda and South Africa. *Social Science and Medicine* 59(9):1913-1924.
- Peet, R. 1998. Modern Geographical Thought. Chapter 1: Geography, Philosophy and Social Theory, pp:1-33.
- Philips, D. et al. 1998. Health, environment, and development: Issues in developing and transitional economies. *GeoJournal* 44, 2:97-102.

- Pronczuk, J. 2005. Where the child learns. (Chapter 4, pp: 40-45). In *Children's Health and the Environment: A Global Perspective*. World Health Organization.
- Regmi B.R et al. 2016. Climate Change and Human Health Impact and Adaptation Responses in Nepal. In: Akhtar R. (eds) *Climate Change and Human Health Scenario in South and Southeast Asia: Advances in Asian Human-Environmental Research*. Springer, Cham
- Ricketts, T. 2010. Accessing Health Care (Chapter 27, pp: 521-539). In *A Companion to Health and Medical Geography* Wiley-Blackwell, Malden MA.
- Royal Geographical Society (nd). *Theories of Development* (this is a really useful overview of how conceptualizations (and hence, theories) of development have changed over time)
- Seminar 1 in: *Health, Environment and Sustainable Development: Towards the Future We Want* (pages 2-8).
- Shareia, B. 2015. *Theories of Development*. *International Journal of Language and Linguistics* 2(1):78-90 (the empirical focus of this article is not important; the discussion of theories of development is important and is what you should focus on).
- Scheffler, E. et al. 2015. The impact of health service variables on healthcare access in a low resourced urban setting in the Western Cape, South Africa. *American Journal of Primary Health Care and Family Medicine* 7(1):np.
- Sustainable Development – Public Health (presentation of statistics for the European Union)
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