

# **A Site of Neglect, Blackness in Public Health Education: An Environmental Scan of Academic Public Health Curricula Across Canada**

**Black Public Health Collective  
2024**



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## Executive Summary

The Black Public Health Collective is a national and independent organization committed to critical public health work and practice rooted in the principles of social justice, systems transformation, and Black well-being. In November 2021, we undertook an environmental scan of the curricula of all graduate-level public health programs at Canadian universities ( $n = 26$ ) to identify courses specifically focused on the health of Black people or anti-Black racism as a public health issue. The scan covered curricula for five academic years, spanning 2017–18 to 2021–22, a period marked by rising attention on anti-Black racism as a systemic issue.

First, we reviewed program websites and online course calendars to identify courses titles and course descriptions with the words “Black,” “Black health,” “Africa,” “African,” “Afro,” “race,” or “racism.” We then emailed administrators for each program to inquire about any additional relevant courses. This process yielded 83 courses. To further refine our search, we then conducted a secondary review using more detailed information based on our research questions and categorized the final sample ( $n = 48$ ). Lastly, we analyzed course descriptions, week-by-week lesson descriptions, and titles of course readings to identify key concepts and themes of courses included in our final sample.

Of the 1,036 courses offered at the graduate level by Canadian public health programs from 2017–18 to 2021–22, only two courses (0.2%) focused specifically on the health of Black people or anti-Black racism. Offered at the same university and taught by the same instructor, these courses focused on the mental health and policing of Black communities in Canada. In addition, four courses (0.4%), offered at four universities, dealt primarily with racism and/or race. These courses focused on racism as a public health issue within the context of Indigenous health or race, ethnicity, culture, and health.

These results demonstrate an evident gap in public health education as it relates to the health of Black people in Canada. Anti-Black racism continues to create conditions that leave Black communities susceptible to a myriad of health challenges. Canadian public health practitioners must be educated and equipped to address the unique needs of Black communities and prevent health inequities. Current curricula are unlikely to be sufficient for fostering a critical public health praxis that responds to white supremacy and its impact on the health of Black people. In light of the paucity of graduate-level courses focused on Black health, there are numerous opportunities to reimagine public health curricula that focus on the health and well-being of Black communities.



## A Note on Language

In this document, “Canada” refers geographically to the northern part of Turtle Island and politically to the colonial state established here.<sup>1</sup> The word “Black” is used to describe people of African descent who are racialized as Black.

In our review of courses, we found the term “race” was frequently used interchangeably with “racism”; therefore, we use “racism/race” throughout this document. It is important to note that “race” is not biological but a social construct that has material consequences for Black people. Thus, “race” is not inherently a determinant of health. What negatively impacts the health of Black, Indigenous, and Black-Indigenous peoples are the discriminatory experiences arising from racism.

Finally, the term “learner” is used to describe all individuals who may be learning, both inside and outside academia or formally recognized institutions. Learning happens in many spaces every day, and we seek to acknowledge this reality through more inclusive terminology.

## Intended Audience

This report is intended to reach members of the public health community, including but not limited to learners, educators, program administrators, practitioners, and scholars. Given that public health is a broad field that intersects with adjacent sectors, this report is also relevant to other disciplines. By presenting critical perspectives on the state of public health and how it impacts the experiences of Black communities, we hope that this report provides readers with direction for future educational opportunities related to the health and well-being of Black people.





## Background

The legacies of the Trans-Atlantic slave trade, colonization, and systemic racism continue to shape the health of Black communities across Canada. Historical and present-day social and economic policies, implemented by governments and institutions, have resulted in Black communities disproportionately experiencing negative health outcomes while encountering barriers to equitable and quality care.<sup>2,3</sup> The COVID-19 pandemic provides a clear example of the impacts of these structural determinants, as Black and Indigenous communities have predominantly borne the effects of the virus in Canada.<sup>4</sup> Many scholars have cited the failures of public health before and during the ongoing pandemic in meeting the needs of Black communities.<sup>4</sup> In Ontario, for example, calculated decisions by the government, such as a lack of investment, privatization, austerity measures, and wage suppression of public sector workers, have weakened the public health system and created conditions that further disenfranchise and harm Black and Indigenous peoples.<sup>5</sup>

The origins of public health in Canada are rooted in settler colonialism and slavery, which uphold the false belief that whiteness is inherently superior. This results in the construction of racial hierarchies and an unfair distribution of resources that benefit white people and those who are adjacent to whiteness. At the same time, this privilege extends beyond skin colour to intersect with other privileges such as maleness, able-bodiedness, and heteronormativity. Alongside societal factors such as health care, housing, employment, education, the foundations of public health continue to influence the public health system today. Infused with anti-Black racism, Canada's public health system was never built for and does not effectively serve Black people. This is reinforced through public health education. Exclusionary admission practices, hiring processes, and granting structures that are biased towards white learners, educators, and practitioners shape the courses and research interests that are prioritized within institutions.<sup>6</sup>

An urgent need exists for a public health curriculum that provides a path forward for current and future practitioners to effectively address the health and well-being of Black communities across Canada. This environmental scan identifies graduate-level courses that explicitly focus on the health of Black people in Canada or anti-Black racism as a public health issue. The following questions guided our review:

1. How many graduate-level courses focused explicitly on the health of Black people or anti-Black racism were offered in public health programs in Canada for the academic years 2017–18 to 2021–22?
2. How many graduate-level courses focused on racism/race were offered in public health programs in Canada for the academic years 2017–18 to 2021–22?

This report summarizes the findings from the environmental scan and serves as a foundation for developing an independent curriculum on the health of Black people on Turtle Island.

## Black Public Health Collective

In the fall of 2017, a group of Black public health learners studying at the Dalla Lana School of Public Health, University of Toronto, gathered in response to shared experiences of academic isolation, anti-Black racism, and growing discontentment with public health education. These meetings laid the groundwork for the Black Public Health Collective (BPHC).

The BPHC is a national and independent organization committed to critical public health work and practice rooted in the principles of social justice, systems transformation, and Black well-being. We are dedicated to transformative work that addresses anti-Black racism and other forms of discrimination in public health, through critiquing public health and engaging in solidarity work with Black communities on Turtle Island and globally. We recognize the inextricable links between Black liberation and Indigenous sovereignty and seek to amplify all efforts towards Indigenous self-determination and decolonization.

In March 2018, the BPHC wrote an [open letter](#) to the Dalla Lana School of Public Health that included several demands to address anti-Black racism. The letter emphasized the need for critical inquiry that moves away from the pathological criminalization of Black communities, content grounded in history and context that acknowledges the harmful impacts of white supremacy, and an analysis of mainstream public health discourses and academic curricula as tools of white supremacy.

With little to no improvements on the horizon for the health of Black people in Canada, the BPHC has turned towards an action-oriented curriculum as one strategy to foster a public health system that promotes the health of all. As an initial step towards developing a curriculum on the health of Black people on Turtle Island, which has been established as one of our [strategic directions](#), we undertook this environmental scan of the curricula of academic public health institutions in Canada.





## Methods

### Identification of relevant content

From November 2021 to September 2022, we reviewed curricula from the 26 graduate-level academic public health programs listed on the Public Health Agency of Canada website.<sup>7</sup> We restricted our search to courses offered from the 2017–18 academic year to the 2021–22 academic year, to coincide with a period of rising attention on anti-Black racism as a public health issue. The time frame was also chosen due to practical considerations.

The total number of course offerings over the five-year period was challenging to determine as learners are permitted to take graduate courses from other departments as electives. We established a minimum number of courses available to learners by adding together the required and elective courses listed on program websites, resulting in a total of 1,036 courses.

Curricula content relevant to this review was identified using a two-step approach:

1. online review of program websites and academic timetables and
2. validation and input from program administrators.

### ***Step 1: Online review of program websites and academic timetables***

Program websites and academic timetables were screened in November and December 2021 for course titles and descriptions with the words “Black,” “Black health,” “Africa,” “African,” “Afro,” “race,” or “racism.” This online review yielded 44 courses. We recorded the following information for each course in an electronic data extraction form: program, course title, course description, whether the course was offered in the same year the scan was being carried out, and a link to the syllabus.

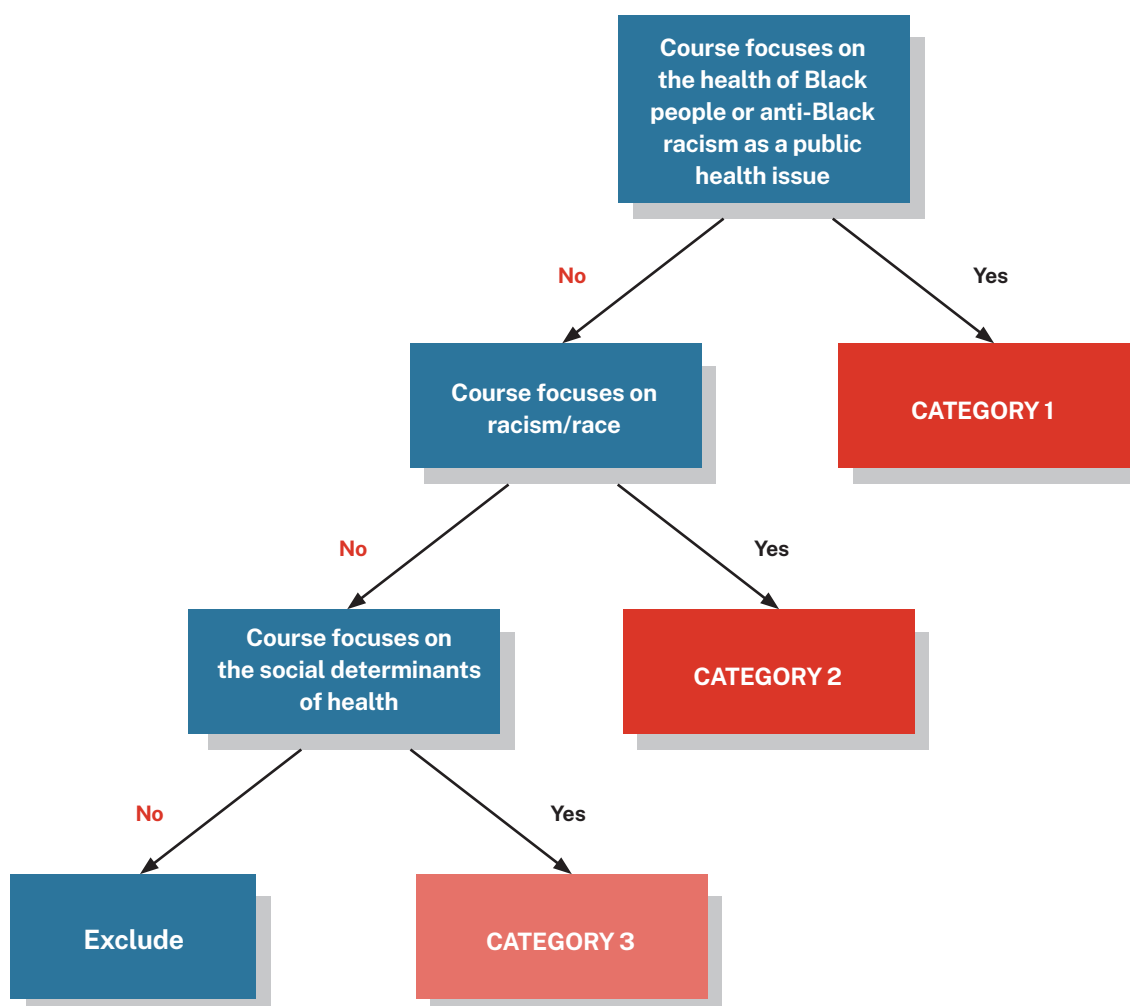
### ***Step 2: Validation and input from program administrators***

In February 2022, we emailed program administrators at each institution (see **Appendix I**) to validate findings from the online review. We requested that program administrators inform us of any additional courses that focused exclusively on the health of Black people in Canada or adjacent topics such as racism and health, health equity, and the social determinants of health. Relevant syllabi were also requested. Administrators from 17 of the 26 public health programs (65.4%) responded, and they identified an additional 39 courses. We entered information about these courses in the data extraction form.

### Course inclusion and exclusion criteria

Courses that were offered before the 2017–18 academic year, that would confer a graduate diploma rather than a graduate degree, that were less than an academic semester in duration, and that did not focus on health were excluded from this review. Five courses were excluded on this basis.

Courses were also excluded from the review if their main focus did not fall within one of the following categories: (1) *health of Black people or anti-Black racism as a public health issue*, (2) *racism/race*, and (3) *social determinants of health* (see **Figure 1**). Three members of the research team read through course descriptions and syllabi for approximately 27 courses each in order to categorize them. In cases of overlap, the category that captured most of a course's content was used. Where a reviewer was uncertain about whether a course met the inclusion criteria, two reviewers would discuss and resolve the matter. Thirty courses could not be placed in a category and were excluded from the scan.



**Figure 1:** Categorization procedure for courses identified in the environmental scan of Canadian academic public health institutions.

### Collation and reporting of results

We read course descriptions and syllabi, when available, to identify the key concepts and themes covered in each course. Findings were summarized according to these themes. As part of this process, course reading lists were reviewed, but we did not examine the assigned course readings beyond looking at their titles. Finally, the implications of

these findings were considered within the larger context of public health education and practice in Canada.

### Ethics

This environmental scan did not require research ethics board approval as the data was in the public domain and did not pertain to individual learners, and institutions did not have a reasonable expectation of privacy for this data.<sup>8</sup>





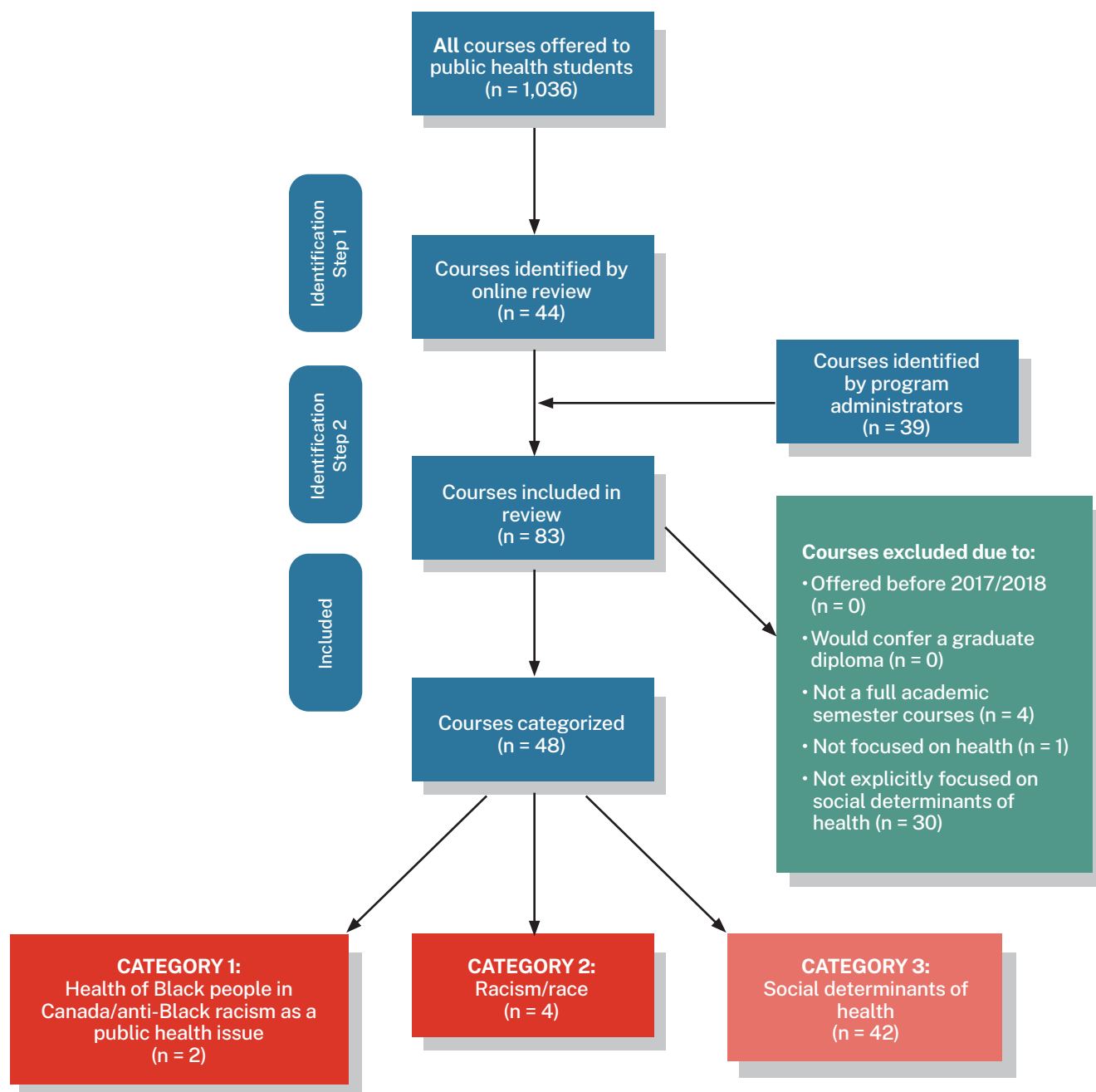
## Findings

A total of 1,036 courses were available to learners enrolled in the 26 graduate-level public health programs during the review period (2017–18 to 2021–22). The online search and program validation steps yielded 83 (8.0%) courses, of which 48 (4.6%) were eligible for inclusion in this environmental scan (see **Figure 2**). These courses were offered by 20 of the reviewed programs.

Given the focus of this environmental scan, we discuss findings for the first two categories of courses: the *health of Black people in Canada or anti-Black racism as a public health issue* and *racism/race*. Two courses (0.2%) offered by one program focused on the *health of Black people in Canada or anti-Black racism as a public health issue*. Four courses (0.4%) offered by four institutions focused exclusively on racism/race. **Table 1** provides a summary of the courses categorized for each academic institution; see **Appendix II** for more detail, including course names.

### Health of Black people in Canada or anti-Black racism as a public health issue

This scan identified two courses that focused exclusively on the health of Black people in Canada or anti-Black racism as a public health issue. In both cases, syllabi were available for review in addition to the course descriptions. The courses were offered for the first time in September 2020 at the University of Toronto and were taught by the same instructor; thus, there were similarities in overarching course themes. These courses covered content on the mental health and policing of Black communities in Canada. Key themes included systemic racism, criminalization of Black communities, and police violence. Both syllabi highlighted the link between policing practices and poorer mental health outcomes for Black communities. They further emphasized the need for community-based interventions to address the mental health and policing crises affecting Black communities.



**Figure 2:** Identification and inclusion of courses in the environmental scan of Canadian academic public health institutions.

### Racism/race

Four courses aligned with the racism/race category. Two syllabi were available for review in addition to the course descriptions. These courses were offered by institutions in two provinces (Ontario and Quebec). Three of the courses focused on racism as a public health issue within the context of Indigenous health. Content included a discussion of historical and ongoing settler colonialism, its impact on health outcomes, the need for decolonial practices in health, Indigenous activism, and traditional

healing. The content of the fourth course was broader and related to race, ethnicity, culture, and health. In line with the courses on the *health of Black people in Canada or anti-Black racism as a public health issue*, these courses identified systemic racism as a contributor to health inequities. In addition, two courses adopted an intersectional framework for the topic of racism and health, and one course included an examination of critical theories (e.g., critical disability theory, critical race theory), white privilege, and allyship.

**Table 1:** Overview of the environmental scan of graduate-level curricula on the health of Black people in Canada at academic public health institutions (2017–18 to 2021–22 academic year).

Academic Institution	Courses Reviewed (n)	Courses Meeting Inclusion Criteria (n)	Course Category		
			CATEGORY 1 Health of Black People (n)	CATEGORY 2 Racism/Race (n)	CATEGORY 3 Social Determination of Health (n)
Newfoundland					
Memorial University	2	2	-	-	2 (100%)
Nova Scotia					
Dalhousie University	2	1	-	-	1 (100%)
Quebec					
McGill University	1	1	-	1 (100%)	-
Université de Montréal	1	0	-	-	-
Université Laval	1	1	-	1 (100%)	-
Université de Sherbrooke	1	0	-	-	-
Ontario					
Brock University	4	1	-	-	1 (100%)
Lakehead University	1	1	-	-	1 (100%)
Laurentian University	7	1	-	1 (100%)	-
McMaster University	2	0	-	-	-
Queen's University	4	2	-	-	2 (100%)
University of Guelph	6	0	-	-	-
University of Ontario Institute of Technology	1	1	-	-	1 (100%)
University of Ottawa	3	2	-	-	2 (100%)
University of Toronto	12	10	2 (20%)	-	8 (80%)
University of Waterloo	5	4	-	1 (25%)	3 (75%)
Western University	1	1	-	-	1 (100%)



**Manitoba**

University of Manitoba	6	6	-	-	6 (100%)
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**Saskatchewan**

University of Saskatchewan	1	1	-	-	1 (100%)
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**Alberta**

University of Alberta	5	4	-	-	4 (100%)
University of Calgary	3	3	-	-	3 (100%)
Concordia University of Edmonton	4	0	-	-	-

**British Columbia**

Simon Fraser University	3	1	-	-	1 (100%)
University of British Columbia	1	1	-	-	1 (100%)
University of Northern British Columbia	2	0	-	-	-
University of Victoria	4	4	-	-	4 (100%)
Total			2 (4.2%)	4 (8.3%)	42 (87.5%)



## Discussion and Implications

This environmental scan has identified a severe lack of graduate-level courses designed to equip public health graduates with the knowledge and skills to engage in practice, research, and policy-making that furthers the health of Black people on Turtle Island. Out of more than a thousand graduate-level course offerings from 26 academic public health programs, 48 courses met the inclusion criteria for this scan. A mere two courses, offered at one university, were dedicated to the health of Black people in Canada or anti-Black racism as a public health issue. These two courses covered mental health and policing, and while these are important issues in relation to the well-being of Black communities, they cannot be isolated from the numerous intersecting factors that determine the health of Black people such as housing and employment conditions.

Any coverage of Black health in other courses was usually provided through a dedicated module and selected readings. Although this may provide some exposure to health issues experienced by Black people, this low level of coverage is likely insufficient to foster in-depth understanding, especially for learners who have little or no prior knowledge of anti-Black racism as a determinant of health. The weaving of Black health and adjacent topics into

more traditional public health courses sends the message that the needs of Black and Indigenous peoples should be discussed but contained within the present parameters of public health. This leads to siloed discussions of issues that are in fact deeply interlaced; for example, public health courses and programs may choose to focus on either Indigenous health or Black health, which obscures the common origins of health inequities and the health needs of individuals who are both Black and Indigenous. This also leaves little room for discussions about solidarity and intersectionality, and discourages the application of a critical lens when learning about the successes and shortcomings of public health.

It is also important to critically think about how courses are created within academic institutions. University hiring practices and dominant granting structures, for instance, have historically favoured scholarship that neglects, erases, and marginalizes Black people. Further, biased and exclusionary admission practices can impact the types of experiences reflected in the student body, thereby privileging certain research interests over others. These factors affect the types of courses that are offered and sustained within programs.

Working to address anti-Black racism and the health needs of Black people is the responsibility of all public health practitioners, not only those who are Black. In the absence of substantive academic offerings focused on Black health, current and future public health practitioners may look to their networks, communities, and other sources of knowledge outside of academic institutions in order to comprehend the conditions that result in poorer health outcomes for Black people. Answers cannot be found inside institutions that have historically neglected or pathologized Black people and continue to do so. Increased recognition of anti-Black racism as a public health issue during the COVID-19 pandemic has sparked critical reflections, with many academic institutions releasing statements condemning anti-Black racism and committing to internal reviews to identify and address institutional racism. However, statements of solidarity run the risk of being performative if they are issued out of a sense of obligation rather than a commitment to specific institutional change.

Academic institutions have failed to prepare learners to adequately serve Black communities. Long-accumulated evidence<sup>9,10</sup> demonstrates the entrenched and interwoven health inequities faced by Black people. The functions of public health identified by the Public Health Agency of Canada<sup>11</sup> — population health assessment, health promotion, health protection, health surveillance, disease and injury prevention, and emergency preparedness and response — cannot fully address the structural issues that marginalize certain groups. Understanding the nature of issues facing Black people means situating them within the historical and ongoing complicity of public health institutions in undermining the health and well-being of Black communities due to the influence of white supremacy, anti-Blackness, and [racial capitalism](#).<sup>12</sup> Further, ongoing community organizing efforts and resistance related to these issues are essential to improving Black health. These efforts are in direct response to public health institutions prioritizing financial gain over the needs of Black communities.

## Limitations

This environmental scan has several limitations. We reviewed courses offered at least once over a period of five academic years, which means that courses offered before 2017–18 and after 2021–22 were not included. Additional relevant courses may have been implemented after the analysis period. Furthermore, only programs that covered traditional public health content (e.g., population health, epidemiology) were included. Programs such as social work and urban planning, which have links to public health, were not part of the scan.

The scan relied on a review of course descriptions and syllabi, but syllabi were not always publicly accessible online. Some courses were assessed only on the basis of their course descriptions, in cases where the syllabus was not provided by the academic institution, or no response was received from the program administrator. Additionally, course reading lists were reviewed in considering whether a course met the inclusion criteria. However, reviewers did not examine the content of the readings; instead, they checked whether the reading titles indicated an explicit emphasis on the health of Black people or adjacent topics that may address Black health (e.g., social determinants of health, health equity, and racism and health).

Program administrators were contacted to validate the courses identified through the online review. Responses were received

from 17 of the 26 programs, which meant that not all content identified in the initial step of this scan could be validated and revised. There is a possibility that relevant courses may have been missed in this process. The course validation process could have been strengthened with input from course instructors or teaching assistants, who may be more familiar with course content, as well as learner and alumni perspectives.

Lastly, the scan's reliance on course descriptions and syllabi may not have provided a proper indication of the content discussed or the pedagogical approaches used within a course. Pedagogy is dynamic, and learning happens through interactions among instructors and learners, which could not be captured by this review. No information on course evaluations or the comprehensiveness of courses was reviewed as part of this scan, and it is unclear whether courses are being taught in ways that reinforce racial hierarchies, settler colonialism, and white supremacy. The reviewers did not personally take all of the courses identified in this scan, and without an in-depth analysis of each course it is difficult to ascertain whether they are life and justice affirming for Black people. As a result, we caution against using the volume of relevant course offerings as an indication of how invested an institution is in educating and equipping learners with the necessary knowledge and skills to address anti-Black racism.





## Conclusions and Next Steps

The field of public health claims to function on behalf of us all, and to protect the health and wellness of the overall population, typically by focusing on the prevention of injury and illness. However, Black people are often ignored within Canada's traditional definition of the "public" and do not benefit from public health policies, programs, or initiatives.

The United Nations proclaimed 2015–2024 as an International Decade for People of African Descent (IDPAD), as a means of ensuring that the human rights of Black people globally are promoted and protected.<sup>2</sup> Despite such declarations, anti-Black racism continues to create conditions that leave Black communities susceptible to a myriad of health challenges. The emergence of the COVID-19 pandemic has exacerbated historical and ongoing injustices, structural inequities, and systemic racism that Black people have faced for generations. The cascading impacts of systemic racism and other structures of oppression mean

that Black communities must continually endure the psychological stress of living in an environment that is against us in so many ways: unequal education and economic opportunities, poor housing, food insecurity, inequitable access to social resources, disproportionate exposure to environmental toxins, employment in dangerous and precarious work, and an untrustworthy health-care system.<sup>2</sup>

In this moment, we must collectively reimagine public health, one that centres humanity, community care, and dignified living over profit. This includes focusing on disease prevention efforts that directly address the deep-rooted and converging forces producing negative health outcomes in Black communities. As Black communities continue to resist and struggle for survival, livelihood, and basic human rights, Canadian public health learners must be educated and equipped to address their unique needs and to combat erasures of Blackness, now and into the future.

The BPHC recognizes that an action-oriented curriculum centred on the health of Black people that discusses history, context, upending racial capitalism, redistributing power and resources, and confronting settler colonialism is one way to provide public health learners with the knowledge and tools they need to prevent health inequities. In alignment with our fourth [strategic direction](#), we will use this environmental scan as the foundation to create a curriculum centred on Black

health that addresses many of the gaps in public health education. This independent curriculum will equip those within and outside academic institutions to work more effectively alongside Black communities in addressing health inequities and promoting health. By centring our [values](#) of care, critical consciousness-raising, collaboration, and work grounded in a lineage of Black intersectional organizing, we will create resources that improve the health of Black people on Turtle Island and beyond.

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## Appendix I

February 1, 2022

[University Name]  
[Street]  
[City, Province]  
[Postal code]

Re: Environmental Scan of Public Health Curricula  
at Canadian Post-Secondary Institutions.

To whom it may concern,

The Black Public Health Collective (BPHC) is a national, independent, public health organization that is committed to critical public health work and practice rooted in the principles of social justice, systems transformation, and Black well-being. The Collective is a group of Black public health learners, practitioners, and researchers dedicated to countering current narratives, policies, and colonial practices that erase, police and pathologize Black people under the guise of public health. BPHC seeks to create a new public health grounded in self-determination, sovereignty, and care, whilst honouring treaty and Indigenous knowledge systems.

To achieve our fourth [strategic direction](#) – develop a Black health curriculum – BPHC is undertaking an environmental scan of the curricula of academic public health institutions in Canada. This scan aims to identify courses that explicitly focus on **Black health** or **anti-Black racism as a public health issue**, as well as approaches used for the delivery of course content. This environmental scan is comprised of three stages: 1) online review of program websites, course calendars, and data abstraction of curricula content; and 2) input from program administrators.

BPHC has now completed stages one and two of this environmental scan. We are reaching out to the **[Program Name]** at **[Name of School]** to confirm that the previously identified content is accurate. We would appreciate it if you or a colleague familiar with the curricula at **[Name of School]** could confirm/update the course information provided below or provide additional courses that may have been missed in stage one and two of this scan. We would greatly appreciate receiving input by Friday, February 11th, 2022.

### **[Program Name] Curricula Summary**

- [Course Name]
- [Description]
- [Website link, if applicable]

We look forward to hearing from you and engaging **[Program Name]** further, as we develop a national, transdisciplinary Black health curriculum.

Yours sincerely,

**Black Public Health Collective**  
blkpublichealth@gmail.com

## Appendix II

**Table 2:** Overview of 48 courses included in the environmental scan of graduate-level curricula on the health of Black people in Canada at academic public health institutions (2017–18 to 2021–22 academic year).

Course Name	Year Offered	Artifact Reviewed	Course Category		
			Health of Black People	Racism/Race	Social determinants of health
Memorial University					
Theories of Social Justice in Health, MED6297	2021	Course description	-	-	x
Health Inequities and the Social Determinants of Health, MED6225	2021	Course description	-	-	x
Dalhousie University					
Principles of Epidemiology and Population Health	2020	Course description	-	-	x
McGill University					
Race, Ethnicity, and Culture in Health, PPHS 683	2021	Syllabus	-	x	-
Université de Montréal					
n/a	n/a	n/a	n/a	n/a	n/a
Université Laval					
Santé des Autochtones - questions d'histoire et de pouvoir, SAP-7019	2021	Course description	-	x	-
Université de Sherbrooke					
n/a	n/a	n/a	n/a	n/a	n/a
Brock University					
Measuring Health Equity MPHA 5P09	2021	Course description	-	-	x
Lakehead University					
Social and Ecological Determinants of Health, 5013	2021	Course description	-	-	x

**Laurentian University**

Perspectives on Indigenous Health and Wellness, IRNH-6306EL	2021	Course description	-	x	-
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**McMaster University**

n/a	n/a	n/a	n/a	n/a	n/a
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**Queen's University**

Foundations in Public Health, EPID 802	2017	Syllabus	-	-	x
Foundations of Global Health, EPID829	2021	Syllabus	-	-	x

**University of Guelph**

n/a	n/a	n/a	n/a	n/a	n/a
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**University of Ontario Institute of Technology**

Community Health of Vulnerable Populations	2021	Course description	-	-	x
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**University of Ottawa**

Population Perspectives in Public Health	2020	Course description	-	-	x
Globalization and Health Equity	2021	Course description	-	-	x

**University of Toronto**

Anti-Black Racism as a Policing and Public Health Crisis, CHL7001H S5	2020	Syllabus	x	-	-
Fundamentals of Black Mental Health, CHL7001H	2020	Syllabus	x	-	-
Women, Children, and Adolescent Health: A Global Perspective, CHL5117H	2021	Syllabus	-	-	x
Intersectionality, Inequity, and Public Health	2021	Syllabus	-	-	x
Social Epidemiology, CHL5421H	2021	Syllabus	-	-	x
Global Health Research Methods, CHL5420H	2021	Syllabus	-	-	x
Social Determinants of Health, CHL5105H	2021	Syllabus	-	-	x

## University of Toronto

Global Migration and Health, CHL5113H	2021	Syllabus	-	-	x
International Human Rights Law and Global Health: The Right to Health in Theory and Practice, CHL5704H	2021	Syllabus	-	-	x
Theory and Practice of Social Justice in Community-Based Research in Public Health, CHL7001	2021	Syllabus	-	-	x

## University of Waterloo

Indigenous Health and Social Justice, HLTH 644	2021	Syllabus	-	x	-
Social, Cultural and Behavioural Aspects of Public Health I, HLTH 607	2021	Syllabus	-	-	x
What is Fair? International Perspectives on Equity in Work and Health, HLTH 628	2021	Syllabus	-	-	x
Selected Topics in Public Health (Social Justice - Topic 4), HLTH 638	2021	Syllabus	-	-	x

## Western University

Social Cultural Determinants of Health, MPH 9005	2021	Course description	-	-	x
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## University of Manitoba

Qualitative Research Methods in Community Health Sciences, CHSC 7738	2019	Syllabus	-	-	x
Critical Perspectives on Gender and Health, CHSC 7212	2020	Syllabus	-	-	x
Current Concepts in Global Health: Populations, Policies and Programs, CHSC 7200	2021	Syllabus	-	-	x
Core Concepts in Public Health, CHSC 7500	2021	Syllabus	-	-	x
Social Aspects of Aging, CHSC 7710	2021	Syllabus	-	-	x
Advanced Qualitative Research Methods in Community Health Sciences, CHSC 7740	2021	Syllabus	-	-	x



## University of Saskatchewan

This is Public Health, SPH 530	2021	Course description	-	-	x
Determinants of Health, SPH 501	2021	Course description	-	-	x
Diversity and Health in Families and Communities, SPH 618	2021	Syllabus	-	-	x
Health Promotion with Communities, SPH 510	2021	Syllabus	-	-	x

## University of Calgary

Health Research, Emerging Technologies & Marginalized Groups, CORE 654	2021	Syllabus	-	-	x
Politics of Inclusion and Exclusion A Study of Law, Policy and Ethics for Marginalized Individuals and Groups, CORE 631	2021	Syllabus	-	-	x
Foundations and Futures of Disability and Community Studies, CORE 630	2021	Syllabus	-	-	x

## Concordia University of Edmonton

n/a	n/a	n/a	n/a	n/a	n/a
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## Simon Fraser University

Social Determinants of Health HSCI 835 G100	2021	Course description	-	-	x
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## University of British Columbia

Social Determinants of Health	2021	Syllabus	-	-	x
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## University of Northern British Columbia

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## University of Victoria

Perspectives in Social Policy and Public Health, PHSP550	2021	Course description	-	-	x
Social Values, Ideologies, and Policy Analysis, PHSP551	2021	Course description	-	-	x
Public Health Practice I: Population Health and Health Promotion, PHSP503	2021	Course description	-	-	x
Health Public Policy Strategies, PHSP552	2021	Course description	-	-	x

**BLACK PUBLIC HEALTH COLLECTIVE**

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