

**GEOG 3206A Health, Environment & Society**  
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**Fall Term 2024**  
**Office hours: Tuesdays 18:05-22:55**  
*Prerequisites: Third year standing.*

## **I. Course description**

This course (seminar) is concerned with population health, not individual or clinical health. We ask the following questions:

1. Are there geographies of health and disease? (place, location, scale, distance, space)
2. Are there associated conditions and risk factors (“causes”) in the natural and social environments?
3. How may we manage these risk factors in a globalizing environment?
  - Historically (and in some parts of the world today), humans died young (under 30 years), typically from an “everyday” infectious disease. Starting with the Industrial Revolution (mid-1700s) in the United Kingdom, longevity increased, infectious disease morbidity and mortality declined, and chronic and degenerative conditions became dominant as illnesses and as causes of death. In the materially advanced nations, life-style (behaviour) has become a leading risk factor in morbidity and mortality.
  - After the Second World War it appeared that curative bio-medicine - arising out of western science and technology – had gained the upper hand and would largely neutralize the impact of “the environment” on human health, in the industrialized world at least.
  - In the last two decades there has been an increasing recognition that this perception was at least premature and in the long run probably wrong. The period of apparent curative ascendancy was brief and incomplete. Many infectious diseases which had seemed to be candidates for elimination stubbornly persisted. Some, such as tuberculosis, made alarming reappearances. And “new” infectious diseases (e.g. vCJD, Ebola, Lyme disease, Avian influenza, SARS, West Nile disease) have appeared and spread, assisted by globalization of trade and travel, coupled with rapid and continuing urbanization.
  - “Environment” has reasserted itself. Biomedicine cannot be dismissed, but its limitations need to be critically explored. Health and disease are necessarily biological states, although they are not sufficiently defined as this.

The course does not employ a single theoretical/philosophical approach. It is not primarily positivist, Marxist, postmodern, or realist. At some time, each of these approaches (and others) will provide the explanatory context and framing of the subject matter.

## **II. Text:**

1. Geographies of Health: An Introduction, (3rd Ed.) Anthony C Gatrell & Susan J. Elliot (2015), Wiley-Blackwell. (You may get a copy from the book store on campus).

### III. Assignments/Evaluation:

| Type of Evaluation   | Percentage         | Comments  |
|--|--------------------|---|
| Assignment #1 (solo/independent work).                               | 20% of final grade | <i>Neighbourhood determinants of health, Due on October 22, 2024.</i>   |
| In-term test   | 15% of final grade | <p><i>This in-term test will be based on every lecture to date and will consist of 'short answer type' questions (value: 15%).</i></p> <p><i>In-term test will be held on November 5<sup>th</sup> 2024. Duration = 60 minutes (in-class).</i></p> <p><i>Please note: There will be a lecture after the test.</i></p>  |
| Assignment #2 – Environmental Health Report (solo/independent work). | 20% of final grade | <p>Environmental risks – review of the evidence (Short report, value: 20%). In <b><u>evaluating your assignment</u></b>, I will be looking for the following:</p> <ol style="list-style-type: none"> <li>A clear, concise statement of your objectives &amp; argument in the introduction, indicating how you will structure your answer (10 MARKS).</li> <li>A well documented and well referenced <u>discussion of the evidence</u> on which your argument is based in the body of the paper. Make sure that each point you make is relevant to the argument (60 MARKS).</li> <li>A conclusion demonstrating how your decision supports your arguments (20 MARKS).</li> <li>A reference list at the end of the paper in which all works cited in the text appear.</li> <li><u>Marks will be deducted for poor style, organization, grammar and spelling</u> (10 MARKS).</li> </ol> <p><i>Your assignment #2 is due in class on November 15, 2024.</i></p> |
| Assignment #3 – Risk Communication (group assignment).               | 15% of final grade | Environmental risk communication (group video, value: 15%)  |
| Final exam   | 30% of final grade | <p>This is a 2-hour exam which will focus on the <u>entire course</u>.</p> <p>A review guide will be provided by the professor to help students to focus their exam preparation efforts.</p> <p><i>The final exam for this course could be scheduled at any time in December of 2024. Please note: I have no say in the scheduling process. You should be available to write the exam whenever it is scheduled, so until we know the date and time of the exam, plan on being in Ottawa during this period.</i></p>   |

#### IV. Lecture Schedule:

| Date          | Topic   | Reading  | Assignment |
|---------------|---|--|------------|
| Sept 10, 2024 | What is Health Geography?   | Gatrell, AC & Elliott, SJ (2015). Ch. 1: Introducing health geographies. In <i>Geographies of Health: An Introduction</i> . Blackwell Publishers, Oxford. 3-28.  |            |
| Sept 17, 2024 | Disease ecology/traditional medical geography: health and health determinants | <ul style="list-style-type: none"> <li>• Koch T (2015). Mapping Medical Disasters: Ebola Makes Old Lessons, New. <i>Disaster Medicine and Public Health Preparedness</i>, 9(1):66-73. <a href="https://bit.ly/2LfCigr">https://bit.ly/2LfCigr</a></li> </ul>   |            |
| Sept 24, 2024 | Explaining geographies of health (Approaches)                                 | <ul style="list-style-type: none"> <li>• Gatrell, AC &amp; Elliott SJ (2015). Ch 2: Explaining Geographies of Health. In <i>Geographies of Health: An Introduction</i>, Blackwell Publishers, Oxford. 29-64.</li> <li>• Elliott, S.J. (1999) And the Question Shall Determine the Method, <i>The Professional Geographer</i>, 51(2):240-243. <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/0033-0124.00160">https://onlinelibrary.wiley.com/doi/abs/10.1111/0033-0124.00160</a></li> </ul>  |            |
| Oct 1, 2024   | Social Determinants of Health   | <ul style="list-style-type: none"> <li>• Raphael, D (2009). Ch.1: Introduction to the Social Determinants of Health. In <i>Social Determinants of Health (2<sup>nd</sup> Edition)</i>. Canadian Scholar's Press, Toronto. 2-19.</li> <li>• Woodward A &amp; Kawachi I (2000). Why reduce health inequalities? <i>Journal of Epidemiology and Community Health</i>, 54:923–929. <a href="https://jech.bmj.com/content/54/12/923">https://jech.bmj.com/content/54/12/923</a></li> </ul>  |            |
| Oct 8, 2024   | The Obesity epidemic  | <ul style="list-style-type: none"> <li>• Kim D, Kawachi I (2010). Ch.3: Contextual Determinants of Obesity. In Pearce J &amp; Witten K. <i>Geographies of Obesity: Environmental Understandings of the Obesity Epidemic</i>. Routledge, London. 39-54.</li> <li>• Fields S (2004). The Fat of the Land: Do Agricultural Subsidies Foster Poor Health? <i>Environmental Health Perspectives</i>, 112(14):A821-A823. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1247588/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1247588/</a></li> <li>• Swinburn, B &amp; Egger G (2002). Preventive strategies against weight gain and obesity. <i>Obesity Reviews</i>, 3:289-301.</li> </ul> |            |

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|--------------|---|--|---------------|
|              |   | <a href="https://onlinelibrary.wiley.com/doi/full/10.1046/j.1467-789X.2002.00082.x">https://onlinelibrary.wiley.com/doi/full/10.1046/j.1467-789X.2002.00082.x</a>  |               |
| Oct 15, 2024 | Introduction to Environmental Health      | <ul style="list-style-type: none"> <li>• Anthamaaten P &amp; Hazen H (2011). Ch 4: Environmental Exposures. In <i>An Introduction to the Geography of Health</i>. Taylor and Francis Group, London. 56-76.</li> <li>• Crighton EJ, Gordon H and Barakat-Haddad (2018). Ch. 6: Environmental Health Inequities: From global to local contexts. In Crook V, Andrews G and Pearce J (eds.) <i>Routledge Handbook of Health Geography</i>. Routledge, London. 37-44.</li> <li>• Taubes G (1995). Epidemiology faces its limits. <i>Science</i>. 269:164-169.<br/><a href="http://science.sciencemag.org/content/269/5221/164">http://science.sciencemag.org/content/269/5221/164</a></li> </ul>  |               |
| Oct 22, 2024 | No Class<br>Fall break                    |  |               |
| Oct 29, 2024 | Environmental Health continued.           | <ul style="list-style-type: none"> <li>• Chen A, Yolton K, Rauch SA et al. (2014). Prenatal Polybrominated Diphenyl Ether Exposures and Neurodevelopment in U.S. Children through 5 Years of Age: The HOME Study. <i>Environmental Health Perspectives</i>, 122(8):856-62.<br/><a href="https://ehp.niehs.nih.gov/doi/pdf/10.1289/ehp.1307562">https://ehp.niehs.nih.gov/doi/pdf/10.1289/ehp.1307562</a></li> <li>• Schapiro M (2007). Toxic Inaction: Why poisonous, unregulated chemicals end up in our blood. <i>Harper's Magazine</i>, October, 78-83.<br/><a href="https://harpers.org/archive/2007/10/toxic-inaction/">https://harpers.org/archive/2007/10/toxic-inaction/</a></li> </ul> <p>Laferriere KA, Crighton EJ, Baxter J, Lemyre L, Masuda JR &amp; Ursitti F (2014). Examining inequities in children's environmental health: Results of a survey on the risk perceptions and protective actions of new mothers. <i>Journal of Risk Research</i>, 3(19):271-287.</p> |               |
| Nov 5, 2024  | Harm Reduction                            | <ul style="list-style-type: none"> <li>• Gatrell AC &amp; Elliott SJ (2015). Ch 7: Systems of Health Care. In <i>Geographies of Health: An Introduction</i>, Blackwell Publishers, Oxford, p.184-213.</li> </ul>   | In-class test |
| Nov 12, 2024 | Introduction to Geographies of healthcare | <ul style="list-style-type: none"> <li>• Collins A et al. (2019). Policing space in the overdose crisis: A rapid ethnographic study of the impact of law enforcement</li> </ul>  |               |

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|--------------|---------------------------|--|--|
|              |                           | <p>practices on the effectiveness of overdose prevention sites. International Journal of Drug Policy. 73: 199-207. <a href="https://www-sciencedirect-com.proxy.bib.uottawa.ca/science/article/pii/S0955395919302361?via%3Dihub">https://www-sciencedirect-com.proxy.bib.uottawa.ca/science/article/pii/S0955395919302361?via%3Dihub</a></p> <ul style="list-style-type: none"> <li>• Please watch (4 min video) <a href="https://m.youtube.com/watch?v=0bnF2fqcrMM&amp;feature=youtu.be">https://m.youtube.com/watch?v=0bnF2fqcrMM&amp;feature=youtu.be</a></li> </ul> <p>Please read blog: <a href="https://free-futures-society.org/2018/12/20/abundant-harm/">https://free-futures-society.org/2018/12/20/abundant-harm/</a></p> |  |
| Nov 19, 2024 | Housing and Health        | <ul style="list-style-type: none"> <li>• Waterson et al. (2015) Housing need in Canada: Healthy lives start at home. Canadian Paediatric society (CPS) Journal. Oct. 2015: 1-8.</li> <li>• Phipps E, Masuda J. (2018). Towards equity-focused intersectoral practice (Equip) in children's environmental health and housing: the transformational story of RentSafe. Canadian Journal of Public Health. 109: 379-385.</li> <li>• Thistle, J. (2017.) Indigenous Definition of Homelessness in Canada. Toronto: Canadian Observatory on Homelessness Press.</li> </ul>  |  |
| Nov 26, 2024 | Climate Change and Health | <p>Tong, S., &amp; Ebi, K. (2019). Preventing and mitigating health risks of climate change. 174: 9-13<br/><a href="https://doi.org/10.1016/j.envres.2019.04.012">https://doi.org/10.1016/j.envres.2019.04.012</a></p>   |  |
| Dec 3, 2024  | Review                    | <p>Student video presentations<br/>Exam review and wrap up.</p>  |  |

## V. Evaluation

- All assignments and tests must be clearly labeled with your name and University ID number.
- The criteria for grading written assignments includes:
  - (1) Clear writing (including spelling & grammar);
  - (2) Correct citation formats. In this class students MUST use APA style for citations (it will be taught in labs, see this web resource for more information: <https://www.library.cornell.edu/research/citation/apa>), and,
  - (3) Careful description of, and critical perspective towards, competing ideas.

Assignments are due at the beginning of class. Late assignments will lose 10% per day.

Students must complete all written assignments and examinations to pass the course.

## VI. Academic Standing

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## VII. Course Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

|                    |                   |                   |                   |                        |
|--------------------|-------------------|-------------------|-------------------|------------------------|
| <b>A+ = 90-100</b> | <b>B+ = 77-79</b> | <b>C+ = 67-69</b> | <b>D+ = 56-59</b> | <b>F= less than 50</b> |
| <b>A = 85-90</b>   | <b>B = 73-76</b>  | <b>C = 63-66</b>  | <b>D = 53-56</b>  |                        |
| <b>A- = 80-84</b>  | <b>B- = 70-72</b> | <b>C- = 60-62</b> | <b>D- = 50-52</b> |                        |

## VIII. Academic Integrity and Plagiarism

Students must abide by Carleton University's Academic Integrity Policy. It can be found at: <http://www2.carleton.ca/studentaffairs/academic-integrity>.

The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include: (1) reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source; (2) submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; (3) using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; (4) using another's data or research findings; (5) failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks; (5) handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **IX. Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

## **X. Email Policy**

Carleton University email accounts are the official means of communication for the course. Do not use social media to arrange appointments or make requests. Students can expect email responses within 24 hours, except on weekends and holidays.