

Winter 2020
Health, Environment, and Society (GEOG 3206A)
Department of Geography and Environmental Studies
Carleton University

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Lectures: Thursdays, 18:05 to 20:55; Southam 518
*location subject to change – please see Carleton Central
TAs: TBA

I. Course description:

This course focuses on the geographic aspects of health and disease. It will survey the field of health geography by examining human/environment relationships and the impacts these relationships have on public health. Throughout the term, we will use geographical concepts and geographical research methodologies to examine a number of health-related issues. A geographical approach to health is multi-faceted and addresses epidemiological, ecological, social, and spatial determinants of health. Health geography is interdisciplinary and incorporates concepts and methodologies from a broad range of academic disciplines. The course addresses topics and issues using Canadian and international case studies.

II. Prerequisites:

Third year standing or permission of the Department of Geography and Environmental Studies

III. Texts:

Emch, M., E. Root, and M. Carrel 2017. Health and Medical Geography: Fourth Edition. New York: Guilford Press. (Abbreviated as "ERC" in the course schedule)
Hardcopy available at Octopus Books; electronic version available directly from the publisher.

Other readings are available through the ARES link on cuLearn or are freely available on the Internet.

IV. Lectures, Assignments and Readings

Readings, lectures, class discussions, guest speakers, films and audio recordings are designed to complement each other in meeting course objectives. Required readings establish the overall theme for each class and introduce key concepts and issues. Class lectures expand upon the readings, clarify key terms, and present additional background and case study materials. Class discussions may also incorporate guest speakers.

Essay Assignment (15%)

Students will complete ONE (1) essay assignment during the first six weeks of the term. Students will sign up for an essay assignment during the first two weeks of class. Essays will focus on answering questions pertaining to one week's assigned readings. Essays will be between 1,200 to 1,400 words in length. Essays will be evaluated in part on spelling, grammar, and the proper use of in-text citations for paraphrasing or direct quotes. For each day the essay assignment is late, 10% will be deducted from the assignment's overall grade.

Mid-term Exam (25%)

The mid-term exam will be three hours in length and will be comprised of multiple choice and short and long answer questions. The mid-term exam will focus on course content between Weeks 1 and 6. Course content refers to class lectures and discussions, readings, films, and guest speakers. If documentation for a missed mid-term exam is insufficient, a grade of zero will be assigned. If the midterm exam is missed, there will be no make-up exam. Instead, the final exam will be reweighted to account for 65% of the overall course grade

Group Research Project (25%)

Students will complete a group research project due at the end of the term (April 8). This project will focus on ecologies of emerging, re-emerging, or persistent infectious diseases. Groups will construct the ecology of an assigned disease using papers/reports/information/maps published by peer-reviewed journals, government ministries/departments, and non-governmental public health organizations. Students will work in groups of 5 or 6. This project will be written in essay form and will be between 7,000 and 8,000 words in length. It will require at least one hand drawn or computer drawn diagram and one map relevant to the disease being studied.

Projects will be evaluated in part on spelling, grammar, and the proper use of in-text citations for paraphrasing or direct quotes. For each day a project is late, 10% will be deducted from the project's overall grade. One grade will be assigned for each group.

Final Exam (30%)

The final exam will be comprised of multiple choice and short and long answer questions. The final exam will focus on course content from the entire term. The final exam will be a take home exam scheduled during the formal exam period.

Attendance (5%)

Attendance will be taken at the end of each class beginning on January 16. Students are allowed one unexcused absence that will not count against this portion of the grade.

Component	Important Dates	% of Final Grade
1. Essay Assignment	Due at the beginning of class – Weeks 2, 3, 4, 5 & 6.	15%
3. Mid-term Exam	February 27, 2020 (in-class)	25%
4. Group Research Project	April 7 @ 23:55	25%
5. Final Exam	Take home exam held during formal exam period – April 13-25	30%
6. Attendance		5%

Grades will be posted to cuLearn throughout the term. However, any grades posted to cuLearn are unofficial and will not be finalized until the end of the term.

In accordance with FASS Grading Guidelines:

"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."

If, for any reason, the final exam must be deferred due to a documented illness or a family emergency, the deferred final exam will be identical in format and coverage with the final it is replacing. **Deferred finals, which must be applied for at the Registrar's Office, are available ONLY if the student is in good standing in the course.**

VI. PLAGIARISM

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:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- 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.

For further information on plagiarism, please see Carleton University's Academic Integrity Policy: <http://www2.carleton.ca/studentaffairs/academic-integrity>.

VII. Requests for Academic Accommodations

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>. 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.

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.

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 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) at

<http://carleton.ca/pmc/students/dates-and-deadlines/>

Course Schedule and Readings

Please note that films and guest speakers may be added during the term.

Week 1 - January 9: Introduction

Optional Reading:

ERC: Preface, Chapter 1

Week 2 - January 16: Ecologies of Disease and Research Methodologies I

ERC: Chapter 2

["Cholera 101: Why an Ancient Disease Keeps on Haunting Us"](#)

["Turning the Tide Against Cholera"](#) also available [here](#) via Lexis-Nexis database (MacOdrum Library)

["Haiti Launches Largest-Ever Cholera Vaccination Campaign"](#) (Audio & Text)

Week 3 - January 23: Ecologies of Disease and Research Methodologies II

ERC: Chapter 3

Optional Reading:

ERC: Chapter 5

Week 4 - January 30: Health and Uneven Development: Global and Regional Patterns

ERC: Chapter 4

Week 5 - February 6: Disease Diffusion

Film: Contagion (Screened in class)

ERC: Chapter 6

[Paul Ewald: Can We Domesticate Germs?](#) (Video)

Week 6 - February 13: Emerging Infectious Diseases

ERC: Chapter 7

["Patient Zero: The Origin of AIDS"](#) (Audio)

Winter Break - February 20

No class

Week 7 – February 27

Mid-term Exam

Week 8 – March 5: Geographies of Antimicrobial Resistance

Ferri, M. E. Ranucci, P. Romagnolo, and V. Glaccone. 2015. Antimicrobial resistance: A global emerging threat to public health systems. *Critical Reviews in Food Science and Nutrition*. 57(13): 2857-2876.

Woolhouse, M., M. Ward, B. van Bunnik, J. Farrar. 2015. Antimicrobial resistance in humans, livestock and the wider environment. *Philosophical Transactions of the Royal Society B: Biological Sciences*. 370(1670).

Optional Reading:

Shallcross, L., S. Howard, T. Fowler, S. Davies. 2017. Tackling the threat of antimicrobial resistance: from policy to sustainable action. *Philosophical Transactions of the Royal Society B: Biological Sciences*. 370(1670)

[World Health Organization - Resources on Antibiotic Resistance](#)

Week 9 - March 12: Tick and Mosquito Borne Diseases

Carter, Eric D. 2012. *Enemy in the Blood: Malaria, Environment, and Development in Argentina*. Tuscaloosa, AL: University of Alabama Press. (Intro. and Ch. 1, pp. 1-48)

Optional Reading

["Lyme, the tick-borne disease that's spreading fast, explained"](#) (Text)

["Genetically modified mosquitoes may be best weapon for curbing disease transmission"](#) (Text)

Khatchikian C., M. Prusinski, M. Stone, B. Backenson, I. Wang, E. Foley, S. Seifert, M. Levy, D. Brisson. 2015. Recent and rapid population growth and range expansion of the Lyme disease tick vector, *Ixodes scapularis*, in North America. *Evolution*. 69(7):1678-1689.

Week 10 – March 19: Health and the Environment

Waldron, I. 2018. *There's Something in the Water: Environmental Racism in Indigenous and Black Communities*. Black Point, NS: Fernwood Publishing. (Read ONLY Chapter 1)

Optional Reading:

ERC: Chapters 11 & 12

Week 11 – March 26: Food, Diet, and Nutrition: The Green Revolution, GMOs, and Global Health

ERC: Chapter 8

Optional Reading:

Moseley, W.G. 2017. A risky solution for the wrong problem: Why GMOs won't feed the hungry of the world. *The Geographical Review* 107(4): 578–583.

Week 12 - April 2: Health Care Access

ERC: Chapter 13

Group Research Project Due: April 7 @ 23:55

Take Home Final: Scheduled for the Formal Exam Period