

**Winter 2019
Health, Environment, and Society (GEOG 3206A)
Department of Geography and Environmental Studies
Carleton University**

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Lectures: Wednesday, 14:35 to 17:25
TA: 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 methodologies to examine a number of health-related issues. A geographical approach to health is multi-faceted and addresses 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

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) - Available at Octopus Books.

Other required 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 podcasts 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 also incorporate guest speakers and/or films.

V. Evaluation: Reading Responses, Reading Presentation, Mid-term Exam, Abstract, and Final Paper:

Reading Responses (30%)

You will be required to complete three (3) reading responses throughout the term. For each of the readings (i.e. if there are two readings for a week, you will do one for each reading), you will submit a brief response to questions concerning it, which I will post to cuLearn the week before the responses are due. Additionally, you will formulate one question of your own regarding the reading itself in terms of its argument or evidence. You need to submit your response via cuLearn as a Microsoft Word file by 23:55 on the Sunday prior to each class meeting. A sign-up sheet for this activity will be circulated in Weeks 1 and 2 of class and then posted to cuLearn. The dates on the sign-up sheet should be treated as *firm* deadlines; evidence of a legitimate reason (e.g. illness or bereavement) is required to change the date selected. Students who fail to sign up or submit a response will receive (0%) for that particular response. Each reading response should be between 200-400 words total. Each response is worth 10% of your final grade.

I will NOT read or grade a reading response submitted anytime after the class in which the reading is being discussed unless the student has made a prior arrangement with me or is able to provide a medical certificate or other suitable documentation that states the duration of the illness/issue. The intent of these reading responses is to encourage you to engage with the readings. Responses are also meant to get you thinking about your term paper.

Grading Criteria:

9.0: Excellent response, succinctly draws on reading for support

7.0: Reasonably good response, with evidence of an engagement with the reading

5.0 or less: Poor effort that does not address the question or does not refer to the reading
PLUS

1.0: for a satisfactory question (i.e., it refers to the argument or evidence in reading)

Reading Presentation (5%)

You will be asked to sign up to serve as a presenter of the required readings one (1) time during the term. Presenters will be expected to give a 2-3 minute informal presentation on a portion of the week's assigned readings. The readings will be divided equally between each student presenting (students are expected to communicate amongst themselves to divide the readings equally). A sign-up sheet for this activity will be circulated in Weeks 1 and 2 of class and then posted to cuLearn. The dates on the sign-up sheet should be treated as *firm* deadlines; evidence of a legitimate reason (e.g. illness or bereavement) is required to change the date selected to serve as a presenter. Students who fail to sign up or show up as a presenter will receive zero percent (0%) for this component of their overall grade.

Mid-term Exam (25%)

Wednesday, February 13 (held in class)

The mid-term exam (25%) will be two hours in length and will consist of multiple choice and short and long answer questions. The mid-term exam will focus on course content between Weeks 1 and 5. 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.

Abstract (10%)

Due: Monday, March 6

Drawing on some of the readings and lectures, you need to formulate a specific question or a specific topic that you will investigate with the final paper. You need to lay out, in 250-400 words, how you plan to execute your final paper project. More information on this assignment will be provided on cuLearn at a later date.

Final Paper (30%)

Due: Tuesday, April 9

Length: 4000 - 5000 words (inclusive of title page and bibliography). Double-spaced, 11 or 12 point font, typewritten pages of text with 2.54 cm (1") margins.

Assignment: Drawing on some of the readings and lectures, you need to critically examine different views of a topic of interest concerning sustainability, the environment, and the Global South. The minimum requirements are:

- 1) You must discuss at least two different views of the topic at hand.
- 2) You must explicitly draw on arguments and perspectives discussed in class, including citing at least one of the required readings.
- 3) You must use and cite at least 6 academic works (e.g., articles from academic journals, chapters in academic books, or academic books themselves). At least three of them need to have been first published after 1999. At least one source needs to come from the course readings. The paper must adhere to the author-date format in [*The Chicago Manual of Style*](#).

Grade Distribution

Please note the grade distribution and important dates for assignments and exams

Component	Important Dates	% of Final Grade
1. Reading Responses	As per sign-up sheet posted on cuLearn	30%
2. Reading Presentation	As per sign-up sheet posted on cuLearn	5%
3. Mid-term Exam	February 13 (held in class)	25%
4. Abstract Assignment	Due by the <i>beginning</i> of class on Feb. 27, 2018	10%
5. Final paper	Due April 9 @ 23.55	30%

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

***Reading Responses and Reading Presentation sign-up in class**

Optional Reading:

ERC (Preface, Chapter 1)

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

***Reading Responses and Reading Presentation sign-up in class**

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)

Optional Reading:

Week 5 - February 6: Disease Diffusion

ERC (Chapter 6)

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

Film: Contagion

Week 6 - February 13: Mid-term Exam

Winter Break - February 20

Week 7 - February 27: Emerging Infectious Diseases

ERC (Chapter 7)

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

Week 8 - March 6: Tick and Mosquito Borne Diseases

Abstract Due @ 23.55

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.

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

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

Week 9 – March 13: 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
<https://www.who.int/antimicrobial-resistance/en/>

Week 10 – March 20: 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. (Chapter 3: Re-Thinking Waste: Mapping Racial Geographies of Violence on the Colonial Landscape)

Optional Reading:

ERC (Chapters 11 & 12)

Week 11 - March 27: 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 3: Health Care Access

ERC: Chapter 13

Final Paper Due: April 9 @ 23.55