

Fall 2021

Health, Environment, and Society (GEOG 3206F)

Department of Geography and Environmental Studies

Carleton University

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**Professor:** Luke Struckman, PhD  
**Office Hours:** via Zoom; by appointment  
**E-mail:** lukestruckman@cunet.carleton.ca  
**Lectures:** asynchronous;  
course scheduled: Mondays 14:35 - 17:25  
**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)

Electronic version available for student use - **free of cost** - from MacOdrum Library

Other readings are available through Brightspace or are freely available on the Internet.

**IV. Course Delivery**

The course takes an asynchronous approach to delivery. Pre-recorded lectures will be made available prior to each scheduled course meeting.

Students must be available on the following dates to write exams:

Mid-term Exam:

submit by July 27

Final Exam:

Held during final exam period (December 11-23). Date and time TBA.

**V. Readings, Mixed Media, and Assignments**

Readings, documentaries/videos/recordings, and assignments 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. Films and other media apply course concepts to case studies. Other activities allow for further reflection and research on course themes and case studies.

## VI. Evaluation: Documentary Reviews, Essay Assignments, and Exams:

### -Quizzes (30%)

Two quizzes will help to keep students up to date with key course concepts and themes and help to provide feedback. Students can take quizzes at any time that suits them on the day they are scheduled. Quizzes will be in the form of short essays.

### -Mid-term Exam (35%)

The mid-term exam 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 6. Students can take the mid-term any time on November 1 which suits them best.

### -Final Project (35%)

The final project will be a 3,000 word essay that examines a public health topic from human and/or political ecology perspectives.

## Grade Distribution

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

Component	Important Dates	% of Final Grade
1. Quizzes	October 04; November 22	30%
3. Mid-term exam	November 1	35%
4. Final Project	December 10	35%

Grades will be posted to Brightspace throughout the term. However, any grades posted to Brightspace 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.**

## VII. 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>.

### VIII. 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](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) at

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

## Course Schedule and Readings

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### **Week 1 - September 13**

#### **Introduction**

ERC: Chapter 1 (pp. 1-9; 17-24)

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### **Week 2 - September 20**

#### **Ecologies of Disease and Research Methodologies I**

ERC: Chapter 2 (pp. 29-54)

Article: [Global Health Primer: Cholera](#)

Article: [Turning the Tide Against Cholera](#)

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### **Week 3 - September 27**

#### **Ecologies of Disease and Research Methodologies II**

Video: [PBS Frontline: Outbreak](#)

ERC: Chapter 3 (pp. 76-91; 118-120 (section on the **precautionary principle**))

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### **Week 4 - October 04**

#### **Health and Uneven Development: Global and Regional Patterns**

Video: [The World's Shrinking Problem](#)

ERC: Chapter 4 (pp. 129-152)

**Quiz 1** (Can be taken anytime on October 04)

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### **Week 5 - October 11**

#### **Disease Diffusion**

ERC: Chapter 6 (pp. 219-239)

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### **Week 6 - October 18**

#### **Emerging Infectious Diseases**

ERC: Chapter 7 (254-269)

Video: [Dengue: The Hunt for a Vaccine](#)

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## **October 25 - Fall Break: NO CLASS**

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## **Week 7 - November 1**

Mid-term Exam (Can be taken anytime on November 1)

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## **Week 8 - November 8**

### **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. (pp. 1-15 ONLY - first part of Introduction)

### **Optional Reading**

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.

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## **Week 9 - November 15**

### **August 3: Geographies of Antimicrobial Resistance**

Article: [Crisis Looms in Antibiotics as Drug Makers Go Bankrupt](#)

Video: [Bacteria and Antibiotics: Revenge of the Microbes](#)

### **Optional Reading:**

Article: [Tackling the threat of antimicrobial resistance: from policy to sustainable action.](#)

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

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## **Week 10 - November 22**

### **Health Care Access and Uneven Impacts of and Responses to COVID-19**

Article: [How Senegal Set the Standard on COVID-19](#)

ERC: Chapter 13 (pp. 453 - 468 ONLY)

**Quiz 2** (Can be taken anytime on November 22)

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## **Week 11 - November 29**

**August 10: Health and the Environment: Environmental Racism**

Article: [What is environmental racism?](#)

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## **Week 12 - December 6**

**Food, Diet, and Nutrition: The Green Revolution, GMOs, and Global Health**

ERC: Chapter 8 (pp. 289-307)

**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.

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## **December 10: Final Project Due**