

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

Professor: Luke Struckman, PhD
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Lectures: Blended delivery
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 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 from the Carleton Bookstore; 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. Course Delivery

The course takes a blended approach to delivery. Students must be available on the following dates during class time:

Course Discussions via Zoom:

September 25, October 15, November 6, and December 11.

Mid-term Exam:

October 25

Final Exam:

Held during final exam period (December 12-23). Date and time TBA.

V. Readings, Films, and Assignments

Readings, films, 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 apply course concepts to case studies. Assignments allow for further reflection and research on course themes and case studies.

V. Evaluation: Documentary Reviews, Essay Assignments, and Exams:

-Film Reviews (10%)

Documentary reviews will be short essays focused on two assigned documentaries. Students will review the main themes of the films and then make connections to course themes and case studies.

-Essay Assignments (40%)

Essay assignments will allow students to explore major course themes more deeply and conduct their own research. These are significant assignments in which students will be evaluated based on spelling, grammar, proper use of citations, and paper structure.

-Mid-term Exam (25%)

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 6. If documentation for a missed mid-term exam is insufficient, a grade of zero will be assigned.

-Final Exam (25%)

The final exam (25%) will be two hours in length and will consist of multiple choice and short and long answer questions. The final exam will focus on course content between for the entire term. If documentation for a missed final exam is insufficient, a grade of zero will be assigned.

Grade Distribution

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

Component	Important Dates	% of Final Grade
1. Documentary Reviews	September 25; November 6	10%
2. Essay Assignments	October 9; November 13	40%
3. Mid-term exam	October 23	25%
4. Final Exam	Formal exam period (December 12-23)	25%

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

Week 1 - September 11: Introduction

ERC: Chapter 1

Week 2 - September 18: 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 - September 25: Ecologies of Disease and Research Methodologies II

****Assigned reading and Frontline episode discussion via Zoom at scheduled class time****

[PBS Frontline: Outbreak](#) (Video) (55 minutes)

ERC: Chapter 3

Documentary Review 1: due @23:55

Optional Reading:

ERC: Chapter 5

Week 4 - October 2: Health and Uneven Development: Global and Regional Patterns

ERC: Chapter 4

Week 5 - October 9: Disease Diffusion

ERC: Chapter 6

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

Week 6 - October 16: Emerging Infectious Diseases

****Mid-term exam review via Zoom at scheduled class time****

ERC: Chapter 7

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

Week 7 – October 23

Mid-term Exam

Fall Break - October 30

No class

Week 8 - November 6: Tick and Mosquito Borne Diseases

****Reading and documentary discussion via Zoom at scheduled class time****

Carter, Eric D. 2012. *Enemy in the Blood: Malaria, Environment, and Development in Argentina*. Tuscaloosa, AL: University of Alabama Press. (Introduction ONLY)

Mosquito (Video) (60 minutes) - link provided on cuLearn

Documentary Review 2: due @23:55

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 9 – November 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).

Essay Assignment 2: Geographies of Antimicrobial Resistance - due @ 23.55

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 10 – November 20: Health and the Environment I: Environmental Racism

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)

Week 11 - November 27: Health and the Environment II: Public Health and the Anthropocene

ERC: Chapter 12

Week 12 – November 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 13 - December 04: Health Care Access

******Final exam review via Zoom at scheduled class time******

ERC: Chapter 13

Final Exam (held during formal exam period, December 12-23)