



## Health, Environment & Society

**GEOG 3206F**



Geography & Environmental Studies  
Carleton University  
Prerequisite: 3rd year standing

Instructor: Marylynn Steckley,  
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Office Hours: Mondays 2:30-4:30

**Course Description:** “Where you live should not determine whether you live, or whether you die” — Bono. Among many sharp tunes, these are sharp words by the lead singer of U2. Indeed, *place* shapes our disease risk, the care that we receive (or lack of it), and how long we might hope to live. Geography really is a determinant of who lives and who dies. Health geographers have long shown that health is not just an expression of individual characteristics or genetics but of interactions between us and our environments. Health challenges and place intersect to impact us in diverse ways: climate change may put you at risk of respiratory distress, or increase your susceptibility to dengue fever, depending on where you live; the state or region you live intersects with your gender identity in ways that impact your health; and your neighbourhood could influence your risk for obesity or could be a therapeutic landscape. In this course, we will examine the relationships between human health and “geographies of inequality”, exploring how disease and illness are connected to place and space, and paying particular attention to the relationship between climate change on health disparities. We will explore questions like: Why are some neighbourhoods —in the same city— more impacted by warming than others? Why are some places prone to gendered eating disorders and suicide and what is the link between climate change and mental health? What is the relationship between political affiliation, disease burden and global warming? Does race impact illness and climate change risk or resilience? This course will draw from the fields of health geography, global public health, and medical anthropology, among others, to investigate health threats and inequities at various scales. We will also investigate possibilities for change, and what approaches are needed to solve some of the most pressing public health challenges of our time.

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## Learning Objectives

1. Identify and discuss the major global health issues and how these relate to place and inequality.
2. Explain how disease and health outcomes are impacted by environmental, social, economic, political, and cultural determinants.
3. Describe and explain how public health problems are inherently geographical, how geography as a discipline contributes to understanding of health and disease, and how geography helps illuminate health challenges.
4. Examine how climate change manifests as both a global and local public health issue, intersecting with multiple health determinants.

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## Readings

Farmer, P. 2001. *Infections and Inequalities: The Modern Plagues*. University of California Press.

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## Evaluation

<u>Attendance and Participation</u>	<u>10 %</u>
<u>Following Communication Protocol</u>	<u>5 %</u>
<u>Reading Comprehension Quizzes</u>	<u>30 %</u>
<u>Test #1</u>	<u>15 %</u>
<u>Test #2</u>	<u>15 %</u>
<u>Research Project</u>	<u>25%</u>
<i>Term Project Grade Distribution</i>	
• <i>Project Proposal Worksheet</i>	<i>10 %</i>
• <i>Research Project</i>	<i>70 %</i>
• <i>Public Service Announcement</i>	<i>20 %</i>

**Late Policy:** Deductions of 10% per day begin immediately after the deadline. Assignments more than 7 days late will not be accepted and will receive a grade of zero. Assignments will not be accepted by e-mail. You are expected to keep a copy of all assignments.

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## Land Acknowledgement

As we learn together, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

## Course Schedule, Readings, and Quiz Deadlines

<b>Week 1, Sept 11: Introduction: What do we die?</b>	
Quiz 1 Reading	Farmer, 2001. Infections and Inequalities. Preface (p xi-xl) and Introduction
<b>Week 2, Sept 18: Global Health Inequity</b>	
Quiz 1	Due: September 18th 10am
Quiz 2 Reading	Farmer, 2001. Chapter 1: The Vitality of Practice: On Personal Trajectories
<b>Week 3, Sept 25: Social Determinants of Health</b>	
Quiz 2	Due: September 25th 10 am
Deadline: Sept 25, 4 pm: Finalize Group for Triangle of Disease Ecology Worksheet and Create in Brightspace	
Quiz 3 Reading	Farmer, 2001. Chapter 2: Rethinking “Emerging Infectious Diseases
<b>Week 4, Oct 2: Ecological Determinants</b>	
Quiz 3	Due: October 2nd 10 am
Deadline Oct 2, 4pm: Triangle of Disease Ecology Worksheets	
Quiz 4 Reading	Farmer, 2001. Chapter 3: Invisible Women: Class, Gender and HIV
Oct 9, -No Class- Thanksgiving Holiday	
<b>Week 5, Oct 16: Gender and Health</b>	
Quiz 4	Due: October 16th 10 am
Optional Bonus Quiz Reading	Reading: Farmer, 2001. Chapter 5: Culture, Poverty and HIV Transmission: the case of rural Haiti.
Fall Break: October 23rd-27th	
<b>Week 6, Oct 30: Political Health Determinants/Review</b>	
BONUS QUIZ	Optional Quiz, Deadline: October 30th 10 am
Quiz 5 Reading	Farmer, 2001. Chapter 4: The Exotic and the Mundane: Human Immunodeficiency Virus in the Caribbean
<b>Week 7, Nov 6: Culture and Racism as Health Determinants</b>	
Test 1	
Quiz 5	Due: November 6th 10 am
Quiz 6 Film	Film Moore, M. (2007). Sicko. Lionsgate.
<b>Week 8, Nov 13: Built Environments and Institutional Health Determinants</b>	
Quiz 6	Due: November 13, 10 am
Quiz 7 Reading	Farmer, 2001. Chapter 6: Sending Sickness; sorcery, politics, and changing concepts of AIDS in rural Haiti.
<b>Week 9, Nov 20: Health and Wellbeing</b>	

Quiz 7	Due: November 20, 10 am
Deadline: Nov 20, 4pm: Finalize Group for Final Project and Create Group in Brightspace	
Quiz 8 Reading	Farmer, 2001. Chapter 7: The Consumption of the Poor: Tuberculosis in the Late Twentieth Century
<b>Week 10, Nov 27: Hopes for the Future/Review</b>	
Quiz 8	Due: November 27, 10 am
Term Project Written Reports Due Nov 27th, 4 pm	
<b>Week 11, Dec 4: Test #2</b>	
Test 2	
<b>Week 12, Dec 8: Presentations and Potluck</b>	

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## A Note On Evaluations:

The instructor and Teaching Assistant will not be available for 48 hours before assignment due dates or tests, and 48 hours after assignments/tests are returned. Emails sent during these windows will not be responded to until the window has passed.

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## A Note On Appeals:

If you wish to contest a grade, you must do so within 7 days after the assignment/test is returned to you. To appeal a grade, you must first approach your TA. Please write a courteous note explaining that you wish to set up a meeting to discuss the questions you have about your assignment/test grading. Include in your note a 1/2 page appeal outlining specifically the grading errors you have found in your test/assignment. Only legitimate requests will be considered. Please be respectful, and gracious when approaching your TA for appeals.

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## Evaluation

### *Following Communication Protocol (5%)*

In this class, your ability to follow our communication policy is worth 5% of your final grade. I aim to create an excellent communication environment, and emails tend not to be a meaningful or efficient way for your TA and me to address your questions promptly and comprehensively. Rather, class-level questions and answers help save time, and discussions (during online office hours, or by phone) allow us to get to know each other better and foster a more collegial learning atmosphere. With that in mind, I will not answer questions by email. But, no matter the question, you have the means to answer it! Here are the steps in order of how you should ask questions:

1. First, the Q&A forum on Brightspace is your go-to place to ask questions. This is the place where you can ask content-related course questions, or logistical questions about our class. Before you ask your question on the Brightspace Q&A board, check to see if a classmate has already asked the question. If your question has not been asked, post your question.

2. If you have more detailed questions about assignments, schedule a phone or Zoom meeting with your TA.
3. If you have questions that are thematic, or personal you can schedule a phone or Zoom meeting with me during my office hours by filling out your preferred time, name and topic of discussion on my office hours calendar.
4. If you have questions that are sensitive, or for some reason you cannot raise your question on Brightspace, with your TA, or during my office hours, I can be available for a phone meeting. Use email only as a tool to request a phone meeting with me. To request a phone meeting, use the subject line “GEOG3206 Meeting Request.” Include three times that you are available to connect, your phone number and a brief (one-two sentence) description of the meeting purpose. Emails sent for other reasons will not be acknowledged.

*Attendance & Participation (10%)* I expect you to come to class on time and be prepared to participate in discussions and group work. You are allowed two absences during the term, which you should save for illness and emergencies that prevent you from attending class. Regardless of the reason for your absences, you will be penalized beginning with your third absence from class (at a rate of 1% per absence).

*Quizzes (30%):*

In this class, you are expected to complete 8 Brightspace Quizzes. Each quiz is worth 3.75%, totalling 30% of your final grade. Quizzes are based on the Readings, and there is one Quiz based on the film, “Sicko”. Additionally, at the mid-point of the term, there is an optional “Bonus Quiz” which is valued at a potential 1.5% boost to your final grade. Quizzes are comprised mostly of Multiple Choice Questions, with some True/False questions. Quizzes are open-book and will be completed online on Brightspace. You will have 45 minutes to write each quiz, after which point your quiz will be automatically submitted. All quizzes are available from the start of the term, and you are welcome to work ahead. Quiz answers are available immediately after the Quiz deadline. There will be no re-writes and no make-up Quizzes.

*Tests (15% each, 30% total):*

This class includes two in-class tests (roughly 1-1.5 hours each), that will take place in Week 5, Week 8, and Week 11. Each test is worth 15%, totalling 30% of your final grade. Tests are based on the lectures and are comprised of Multiple Choice, True/False, and short-answer questions. If you miss one test in this class and would like to make up your grade, you must provide documentation of an illness, case of bereavement or hospitalization. You will then work with the professor to schedule a make-up test. You are not permitted to miss both tests in this class, your second missed test will therefore result in a grade of zero.

*Term Project (25%): Triangle of Human Ecologies*

**Summary:** This research project will focus on how “geographies of inequality” impact health, and is motivated by Dr. Paul Farmer's question in *Infections and Inequalities*, “What are the precise mechanisms by which diseases come to afflict certain bodies but not others?” (Farmer, 2001, 53). In this project, you will explore the “Disease Ecology” of a communicable, non-communicable or chronic disease of your choosing. You will be expected to ground your analysis in place, scale and time, and to relate your exploration of one or more of the health determinants that we have covered in this class. In concrete terms, your project will include a

discussion of the disease etiology; a historical review of the disease progression and diffusion across space; an overview and infographic of the vertices of the Triangle of Human Ecologies (population, habitat, behaviour); a qualitative interview (or more), and case study of the disease in a specific place; and solutions for change.

**Project Components and Format:** This is a scaffolded term project that has several components: a Triangle of Disease Ecology worksheet; a Written Report; and a Public Service Announcement. Students will work to complete a group or individual research project that is due at the end of the term. Students may work individually, or in groups of up to 4 students.

*Project proposal Worksheet (7%):* In preparation for your final project, you (if working independently) or your group are expected to complete a Triangle of Human Ecology Worksheet. You must use a recognized referencing style, but the style that you use is your choice. Please submit in pdf form, using Times New Roman 12 pt font, and 1" margins. Consult the Marking Guide below to ensure that you are well-prepared to succeed on this component of your project.

*Written Report (15%):* This project will be written in essay form and will be between 2,500 and 3,500 words in length. This written report should include an **Introduction** in which you introduce the disease of investigation, the geographical scope of your investigation, and the health determinants that you will explore, and you should identify the case study and methods (interview) that inform your paper.

From there, you should offer a **Historical Background** section in which you describe the disease etiology and disease progression and diffusion across space. Next, you should provide the current context of the disease and discuss the disease ecology (population, habitat behaviour) of your study, and relate this to one or more of the determinants of health that we discussed in class.

Then, offer a **Literature Review** of 10 academic sources, explaining how the sources contribute to understandings of the “geographies of inequality” and/or health determinants associated with the disease under investigation. Please be sure to provide the full citation -- including DOI-- in your bibliography. We will check these on marking.

In the next section, you will offer your “**Data**”. Draw from: a case study that illustrates the nature of your chosen disease in that particular site, the connections with a health determinant in that location, and how the case relates to geographies of inequality; and one (or more) interview(s) that you have conducted. You are expected to meaningfully engage with the interview in this section and to use the interview transcript (i.e. quotations) to bolster your discussion.

Finally, provide a **Conclusion** that not only summarizes your analysis but offers possible solutions for change, and hopes for the future —that is, what solutions to remedy disease progression and halt human suffering are being proposed by scholars, the state, or non-governmental organizations? If solutions are minimal, you can draw from examples of other diseases, or other contexts to advocate for solutions. In these cases, do provide references and how proposed solutions are related to your chosen disease. In your paper, be sure to include at least one map that amplifies your discussion or argument and/or illustrates something compelling about the disease, or your case study.

Consult the Marking Guide below to ensure that you are well-prepared to succeed on this component of your project.

In terms of style and format, please start with the headings in bold in the description above: Introduction; Historical Background; Current Context; Literature Review; Data; Conclusion. Then make them yours by relating them directly to your unique research project. For example, "Introduction: Female Suicide in Lesotho", or "Current Context: Children, and Air Pollution in Dhaka." Be sure to also take care to choose an appropriate, and catchy title. Your title should reflect your unique research report and findings. Avoid vague titles- and make it your own! Please include page numbers in your report, use Times New Roman font of 12" size, 1" margins, and submit as a pdf document. You must use a recognized referencing style, but the style that you use is your choice.

*Public Service Announcement (20%):* Farmer values a “pragmatic approach to solidarity” and “pragmatic interventions.” In that spirit, this part of this project will be oriented towards a practical call for change in the form of a 1-minute public service announcement in the form of a video, audio clip, song, comedy sketch or skit (or other creative option of your choosing). Your public service announcement will draw from the case study that you explored in your report and should be directed to the audience that you are advocating to in your discussion of “solutions for change.” For example, if you choose to explore the prevalence of childhood diabetes in Brazil, you might create a 1-minute commercial that is directed towards parents. Or, if you’re writing on Tuberculosis in Haiti, you might offer a 1-minute fundraiser for North American radio. The possibilities are endless!

Here are some examples:

1. A UK-Based commercial on mental health: Time to Change: Be in your Mate’s Corner
2. An CDC ad to improve HIV testing: Start Talking. Stop HIV: Walk the Talk
3. An add to improve physical movement: Active for Life Public Service Announcement

\*If you’re interested in doing a comedy sketch, there is lots of inspiration to draw from.

Here is a bit that could loosely be connected to Antibiotic Resistance/Immune Systems: George Carlin Germs/Immune Systems (Careful, this video has crass language).

**Forming Groups:** Students may work independently or in groups of up to four members. Students may join or change a group at your discretion throughout the course. However, if you are working in a group for the Final Term Project, your group must be established on Brightspace by September 25th for your Worksheet completion and by November 20th for your Research Project, after which you cannot change groups. For each component of this assignment, one grade will be assigned for each group, and all group members will receive the same grade. Choose your group members wisely.

**Sources of Inspiration:** As you brainstorm ideas for this project, consider some of the questions that Farmer poses throughout the text:

- Are World Bank policies related to the spread of HIV?
- What is the connection between international shipping practices and the spread of cholera from Asia to South America and elsewhere in this hemisphere?
- How do the colonial histories of Belgium and Germany, and the neocolonial histories of France and the United States, tie into genocide in Rwanda— which was itself related to an epidemic of cholera?” (p. 44).

**Potential Sources to Consult:** *Health and Place; Social Science and Medicine; International Journal of Health Geographics.* The Global Health Observatory; The World Health Organization; Our World in Data

## Marking Guides

Triangle of Disease Ecology Worksheet (10%)	
Completed Worksheet Fully and Accurately	10
Disease Ecology Brief Context (Population, Habitat, Behaviour)	10
Site of Exploration & Justification	10
Relationship to Geographies of Inequality	10
Format and Audience for Public Service Announcement	10
Interviewee Details	10
Personal Reflection and Justification on why you Chose this Disease and this Interview (or several interviews)	10
Five Academic Sources that will be in your Project Bibliography	10
<b>Mechanics:</b> Times New Roman 12pt Font, 1” Margins, Title Page that includes course code, Prof and Student/Group Name; File name reflects the Student/Group name and Assignment title; You must use a recognized referencing style, but the style that you use is your choice. Please submit in pdf form.	10
<b>Student Statements:</b> Each group member is expected to write a few sentences on how they can bring their skills, and talents to contribute to the group, what positive role they can play in the team (these can be hard skills like editing, researching etc. or soft skills of team building, maintaining weekly team communication, or keeping the team on their timeline). In addition, each student is expected to write a sentence attesting to their commitment to their group.	10
<b>Total</b> (7% of Final Grade)	100%

Public Service Announcement Marking Guide (10%)	
Appropriate use of style and tone to evoke emotion (comedy, sadness etc)	20
Content and tone are compelling and appropriate for intended audience	20
Organization and flow	20
Creativity, Originality	20
Well-prepared, Sharp, Complete	20
<b>Total</b> (25% of Final Grade)	100%



<b>Written Report Marking Guide (25%)</b>	
<b>Introduction:</b> Describes the disease, geographical scope of exploration, and the importance of the problem using data and evidence	5
<b>Historical Background:</b> Disease Etiology; Disease Progression and Diffusion	5
<b>Current Context:</b> Disease Ecology (Population, Habitat, Behaviour), Determinants and Scale and Impact of the Disease. This section should include your infographic.	10
<b>Literature Review:</b> Engage with 10 academic sources related to your chosen disease in relation to the geographical scope of the disease and the related determinant(s) of health.	20
<b>Data:</b> This section will include your case and your interview. The case study should clearly relate to one or more determinants of health (social, ecological, political, cultural, institutional, built environment) and must illustrate geographies of inequality. You are expected to meaningfully engage with the Interview in this section, include quotes to substantiate literature claims, to amplify case study evidence, to evoke the impacts of the disease on health, or to elucidate the potential impacts of remedies/solutions or positive health interventions.	30
<b>Appropriate Inclusion of Map</b>	5
<b>Conclusion:</b> Summary of work, Solutions to the Problem, and hopes for the future- this must include strategies being proposed and examples of concrete action, policies, or interventions to address the problem	10
<b>Writing:</b> Style, cohesion, quality, flow, grammar, organization, clear and compelling subtitles and title, appropriate use of in-text citations	10
<b>Mechanics:</b> Times New Roman 12 pt Font, 1” Margins, Title Page that includes Title, course code, Prof and Student Name(s) and Student ID numbers; File name reflects the Student Last name or Group and Assignment title; document includes identified page numbers, Submitted in pdf form.	5
<b>Total (25% of Final Grade)</b>	100%

Note that 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 The system of grades used, with corresponding grade points is the following:

Percentage	Letter Grade	12-point scale	Percentage	Letter Grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Mental Health:** As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off-Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Academic Accommodation:** 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 the instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

*Religious obligation:* write to the instructor 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.

*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).

*Survivors of Sexual Violence:* As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

*Accommodation for Student Activities:* Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Communications:** Carleton E-mail Accounts: All email communication to students from BGInS will be via official Carleton University email accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.