



Health, Environment & Society

GEOG 3206F



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Department of Geography & Environmental Studies
Fall 2025



Office Hours: Thurs. 1:15 - 2:15pm, D698 Loeb

Brightspace:
<https://brightspace.carleton.ca/d2l/home/370280>

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COURSE DESCRIPTION

“Where you live should not determine whether you live or die” — Bono. These words from U2's lead singer highlight a harsh truth: geography is a matter of life and death. Where we live shapes our disease risk, access to care, and life expectancy. Health geographers have long demonstrated that health is not just about personal characteristics or genetics but also about the dynamic interactions between people and their 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 province you live in intersects with your gender identity in ways that impact your health; and your neighbourhood could increase 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, with a particular focus on the relationship between climate change and health disparities. We'll examine questions like: How do place-based factors contribute to gendered suicide rates? What are the links between climate change and mental health? How do power, ideology and the state influence the uptake of cosmetic surgeries in specific places? Does “race” shape illness risk or resilience in the face of climate change? Drawing from

health geography, global public health, and medical anthropology, we'll investigate health threats and inequities at various scales. Along the way, we'll also explore possibilities for change and what approaches are needed to address some of the most pressing public health challenges of our time.

COURSE MODALITY

This course will be conducted fully in person. Class meetings will take place on campus at the scheduled days and times listed in the schedule. Attendance and participation during class sessions are essential to the learning process and are expected unless otherwise excused.

LEARNING OBJECTIVES

1. Identify and articulate major global health challenges 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 understandings 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.

READINGS

Marya, R., and R. Patel. 2021. *Inflamed: Deep Medicine and the Anatomy of Injustice*. Farrar, Straus and Giroux. (CAD 23.00 on Amazon)

EVALUATION

Attendance and Participation	10 %
Reading Comprehension Quizzes	30 %
Test #1	15 %
Test #2	15 %
<u>Research Project:</u>	
• <i>Project Proposal Worksheet</i>	5 %
• <i>Written Report</i>	20%
• <i>Public Service Announcement</i>	5 %

Late Policy: Deductions of 10% per day begin immediately after the deadline. Assignments that are more than seven 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.

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

Week 1, Sept 4: Introduction: Why do we die?	
Quiz 1 Reading	Marya, R., and R. Patel. 2021. Inflamed. Introduction
Week 2, Sept 11: Global Health Inequity	
Quiz 1	Due: September 11th 10am
Quiz 2 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 1, "Immune System"
Week 3, Sept 18: Social Determinants of Health	
Quiz 2	Due: September 18th 10 am
Deadline: Sept 18, 10 am: Finalize Group for Triangle of Disease Ecology Worksheet and Create in Brightspace	
Quiz 3 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 2, "Circulatory System"
Week 4, Sept 25: Ecological Determinants of Health	
Quiz 3	Due: September 25th 10 am
Deadline Sept 25, 10 am: Triangle of Disease Ecology Worksheets	
Quiz 4 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 3, "Digestive System"
Week 5, Oct 2: Sick by Design: Biopower, Bodies and Social Constructions of Disease	
Quiz 4	Due: October 2nd 10 am
Quiz 5 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 4, "Respiratory System"
Week 6, Oct 9: Qualitative Data Workshop/Review	
Quiz 5	Due: October 9th 10 am
Quiz 6 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 5, "Reproductive System"
Week 7, Oct 16: Test 1/Silent Epidemics: Mental Health, Stigma, and Space	
Quiz 6	Due: October 16, 10 am
Test 1	
No reading	Enjoy the Break!
Fall Break: October 20th-24th	
Week 8, Oct 30: Not Just Smaller Men: Gender, Data Gaps, and the Health Divide	
Quiz 7 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 6, "Connective Tissue"

Week 9, Nov 6th: Eat Food. Not Too Much ... Mostly Impossible	
Quiz 7	Due: November 6th, 10 am
Quiz 8 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 7 “Endocrine System”
Week 10, Nov 13: How to Live: Longevity, Healthspan, and the Politics of Thriving & Test 2 Review	
Quiz 8	Due: November 13, 10 am
Deadline: Nov 13th, 5:30pm: Finalize Group for Final Project and Create Group in Brightspace	
Quiz 9 Reading	Marya, R., and R. Patel. 2021. Inflamed. Chapter 8, “Nervous System”
Week 11, November 20: Test #2	
Quiz 9	Due: November 20, 10 am
BONUS QUIZ	Reading (Optional) Marya, R., and R. Patel. 2021. Inflamed. Chapter 9, “Deep Medicine”
Test 2	
Week 12, November 27: Presentations and Potluck	
BONUS QUIZ	Due: November 27, 10 am
Week 13, Dec 4th No Meeting, Students Complete Summative Assignment	
Book Reports Due December 1st, 10am	

Communication Protocol

To ensure effective communication in this class, here's how you should approach asking questions:

1. **Use the Q&A Forum on Brightspace:** This is your primary platform for course-related and logistical questions. Before posting, check if your question has already been asked.
2. **Detailed Assignment Questions:** Schedule a phone or Zoom meeting with your TA for specific assignment inquiries.
3. **Thematic or Personal Questions:** Schedule a phone or Zoom meeting with the instructor during office hours. Fill out your preferred time, name, and topic on the office hours calendar.
4. **Sensitive or Unaddressed Questions:** If unable to use Brightspace, your TA, or the instructor's office hours, request a phone meeting via email. Use the subject line "GEOG3206 Meeting Request" and include available times, your phone number, and a brief purpose statement.

48-Hour Window Policy: To support effective communication and minimize stress, I strive to promptly address your assignment questions early in our course, ensuring thorough preparation for your assignments and tests. Rushed communication and potential frustrations are more likely just before assignments or tests are due, and after grades have been released. This policy is designed to foster optimal communication practices: Please refrain from emailing questions within 48 hours before or after assignment due dates or test periods. Emails sent during these periods will not receive a response until the window has passed, except in cases of illness. If you are unwell, you may still contact me following the guidelines outlined in No. 4 of our communication policy above.

Appeals Policy: If you wish to challenge a grade, you must do so within seven days of receiving your assignment or test results. To appeal a grade, your first step is to contact your TA. Please draft a polite message requesting a meeting to discuss any questions you have regarding your assignment or test grading. In your email, include a brief, half-page appeal outlining the specific grading discrepancies you've identified. Only valid appeals will be reviewed. Please approach your TA respectfully and courteously when seeking to appeal a grade.

EVALUATION

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 eight of the nine Brightspace Quizzes. If you choose to complete all nine quizzes, you may do so, and I will drop your lowest quiz grade at the end of the term. Each quiz is worth 3.75%, totalling 30% of your final grade. Quizzes are based on the weekly readings. Additionally, at the end of the term, there is an optional “Bonus Quiz”. If you are unhappy with one of your quiz grades, this is an opportunity for you to get a better grade and have this quiz count in its place. Quizzes are comprised mostly of single-answer multiple-choice questions, with some “Check all that apply” style multiple-choice questions, and 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 90-minute in-class, closed-book tests that will take place in Week 7 and Week 11. Each test is worth 15%, totalling 30% of your final grade. Tests are based solely on in-class material. If you miss one test in this class and would like to make up for your grade, you must provide documentation of an illness, a case of bereavement or hospitalization. You will then work with the Professor and your TA to schedule a make-up test. In some instances (for example, extended illness), I may make an exception for one Test to contribute to your entire Test Grade (i.e. waiving your participation on one test). Missing both tests is not permitted; the second missed test will result in a zero grade.

Tests will be written in class, either on the student's personal computer or a borrowed laptop from ITS. Students may choose to write tests on paper, and a paper test copy can be requested, but it must be done at least one week before each test date. Tests will be proctored both by in-class proctors and using a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>. The minimum computing requirements for this service are as follows:

Hardware: Desktop, or Laptop, OS: Windows 10, Mac OS 10.14

Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Internet Connection (High-Speed Internet Connection Recommended)

Webcam (HD resolution recommended)

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

Term Project (30%): Triangle of Human Ecologies

Summary: This research project will focus on how “geographies of inequality” impact health. 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); at least one source of qualitative data (i.e. an interview, discourse/content analysis, auto-ethnography, participatory observation etc.); a 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 four students.

Project Proposal Worksheet (5%): 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 (20%): 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 (i.e. interview, discourse analysis, etc.) 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. In this section, you might consider Marya and Patel’s (2021) critique of modern medicine, particularly how they suggest that contemporary diagnostic explanations of illness and disease are ahistorical.

Next, you should provide the **Current Context**. This will include a discussion of the Disease Ecology (Population, Habitat, Behaviour), the geographically important locations or places where the disease is most prevalent, and the determinants, scale and impact of the disease today.

Then, offer a **Literature Review** of 10 academic sources, explaining how the sources contribute to the understanding 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. Be sure to offer a brief (1-3 sentence) overview of your chosen qualitative method. Then, discuss the connections between your case study and a health determinant in that location, illustrate how the case relates to geographies of inequality, and draw from the qualitative research that you have conducted. You are expected to meaningfully engage with your qualitative research findings in this section and to use your data (i.e. quotations) to bolster your discussion.

Finally, provide a **Conclusion** that not only summarizes your analysis but also 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 explain how the proposed solutions are related to your chosen disease. In your paper, be sure to include at least one figure, map, or image 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. Your References section should include two distinct lists: a) a list of the 10 works cited in your Literature Review, and then b) a reference list containing all other citations in your paper.

Public Service Announcement (5%): Marya and Patel value a “Deep Medicine” approach, which is based on solidarity, care, and a need for transformative change. In that spirit, this part of this project will be oriented towards a practical call for change. Each student or group has the opportunity to create 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). The public service announcement must be in the form of an audio-visual presentation; that is, you may not submit an image, poster, or infographic, etc. Your public service announcement will draw from the case study and disease 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. A CDC ad to improve HIV testing: [Start Talking. Stop HIV: Walk the Talk](#)
3. An ad to improve physical movement: [Active for Life Public Service Announcement](#)

*If you're interested in doing a comedy sketch, there is a lot 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 their 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.

Triangle of Disease Ecology Worksheet (5%)	
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
Qualitative Data Details	10
Personal Reflection and Justification	10
Five Academic Sources that will be in your Project Bibliography	10
Mechanics: 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
Student Statements: 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
Total	100%

Public Service Announcement Marking Guide (5%)	
Creativity/Originality	20
Clarity/Pacing	20
Relevance to Course Themes and Chosen Topic	20
Audience Engagement (level of emotionality and tailored for intended audience)	20
Technical Execution	20
Total	100%

Written Report Marking Guide (20%)	
Introduction: Describes the disease, geographical scope of exploration, and the importance of the problem using data and evidence	10
Historical Background: Disease Etiology; Disease Progression and Diffusion	10
Current Context: Disease Ecology (Population, Habitat, Behaviour), Determinants and Scale and Impact of the Disease. This section should include your infographic.	10
Literature Review: 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
Data: 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.	20
Appropriate Inclusion of Figure, Image or Map	5
Conclusion: 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
Writing: Style, cohesion, quality, flow, grammar, organization, clear and compelling subtitles and title, appropriate use of in-text citations	10
Mechanics: 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
Total	100%

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.

Final Grade Approval: 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>

Policy on The Use of Generative Artificial Intelligence Tools:

As our understanding of the uses of AI and its relationship to student work and academic integrity continues to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

AI use in this course: Students may use AI tools for sharing ideas, clarifying challenging concepts, or getting started on projects. Some acceptable uses include:

- Brainstorming ideas (e.g., generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup to find inspiration and related topics).
- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions).
- Providing definitions or explanations of complex concepts (e.g., using AI to explain a difficult theory, e.g., using Microsoft Word's Researcher tool to find relevant information).

Documenting use of AI: It is necessary to document your use of AI in this course, using the following guidelines:

- Identify and cite AI-generated text (e.g., 'The following paragraph was generated by ChatGPT/Microsoft Word's Researcher tool'). Please consult resources on the [Library website](#).
- Review, edit, and ensure the accuracy and originality of final submissions.
- AI-generated content should not exceed 30% of the total assignment length.

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support, and can encourage students to critically assess and refine AI-generated material.

Plagiarism: The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotation marks."

Academic Accommodation: Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline). For an accommodation request (up to 5 days) please complete the Academic Consideration for Coursework Form and send a copy to your TA.

Communications: Carleton E-mail Accounts: All email communication to students 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.

Submission of Work More Than Once for Academic Credit

In 2021, the AIP was revised and removed from the list of academic integrity violations "submission of substantially the same piece of work more than once for academic credit without permission." If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be "substantially the same."