

GEOG-475
CAPSTONE SEMINAR IN MEDICAL GEOGRAPHY
Spring 2020

Tues/Thurs 1:20-2:50 pm Carnegie 105

Instructor: Eric D. Carter

Office Hours: Mon 2:15-4:00 pm;

Tues 3-4 pm; Fri 2:15-4:00 pm or by appointment

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Course Description and Objectives:

A research seminar in which students conduct individual inquiry into problems in medical geography. Also known as health geography, this is a growing subdiscipline in geography that stands out for its theoretical debates, methodological diversity, and engagement with other disciplines from the natural and social sciences (e.g. biology, biomedicine, ecology, epidemiology, sociology, economics, anthropology, critical theory), while always grounded in the traditions of geographical inquiry. Topics and approaches to be covered include historical paradigms in medical geographic thought; international health and development; disease ecology; emerging infectious diseases; the social determinants of health; place or neighborhood effects; environmental justice; spatial epidemiology; and critical approaches to health, the body, and power. Since this is a seminar course we will also emphasize developing your skills in scholarly research and writing, as well as learning how to evaluate and integrate insights from different disciplines.

Required Readings:

All required readings for this course will be available electronically.

Course Policies:

1. Attendance and Participation. In this class, 10 percent of your grade derives from attendance and participation. Consistent attendance is necessary to fully comprehend the course material, and there will be plenty of opportunities to participate in this class. In general, "participation" means speaking up, sharing your thoughts, and making yourself noticed in positive, productive, and supportive ways. It also means listening carefully and respectfully to your fellow students. The purpose of discussion is to facilitate critical analysis of key works within the interdisciplinary field of medical geography. In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an ongoing scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. Also, any small assignments not otherwise specified below (see "Assignments and Grading") will count towards your participation grade.

2. Late work. You must turn in your work on time. I will indicate due dates for every assignment, and you must respect them. I will penalize you 10 percent of your grade (or a full letter grade) for a given assignment for every day that it is late. If there are extenuating circumstances (e.g. illness, accident, bereavement, etc.) and you contact me before the due date, I will consider granting an extension.

3. Turning in written work. Unless I specify otherwise, I will be using electronic submission for assignments and exams. Specifically, for each assignment or exam, I will create a "dropbox" on Moodle that has a specific time that work is due (and the dropbox then "closes"). Please do **not** submit assignments via email or as "shared" documents in Google Docs.

4. Reaction papers on campus events. You can improve your attendance and participation grade by attending campus events and turning in reaction papers about them. In addition to events that might already be noted on the syllabus, I will notify you when I think there are things happening on campus that are relevant to our class. The reaction papers should be 1-2 pages long, and include a summary and critique of the lecture, film showing, or whatever the event may be. I am interested in a clear summary and a thoughtful critique, ideally one that connects the event to course themes. Please turn in these papers in a Moodle dropbox I will create specifically for this purpose, within a week after the event takes place. As a general rule of thumb, satisfactorily completing three of these reaction papers during the semester would raise your course participation grade by one letter grade (e.g. from a C to a B).

5. Academic integrity. As in every course, you will be expected to follow the college's policies on academic honesty: specifically, "Students are expected to maintain the highest standards of honesty in their college work. Forgery, cheating and plagiarism are serious offenses and students found guilty of any form of academic dishonesty are subject to disciplinary action." For more details, see the college's guidelines on Academic Integrity at <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>. There will be collaborative work in this class, but I will indicate clearly when an assignment is meant to be done with a partner, in a group, or alone.

6. Special accommodations. If you have a physical or learning disability that will require special accommodations, please contact me to discuss arrangements. All conversations will be confidential. You will also need to meet with a representative from Disability Services, which determines accommodations. They can be contacted here: disabilityservices@macalester.edu.

7. Communication. You are welcome to come see me during my scheduled office hours. If you can't meet during those times, please send me an email or call my office and we'll schedule an appointment. In general, I answer emails within 24 hours. But I always prefer to discuss important matters in person, not electronically or by phone. Also, make sure that you check your email frequently, because I do send email messages – either from my own email address or via Moodle – frequently to individual students and to the whole class. Do **not** send me Google Calendar invites; I don't really pay attention to these, and I do not make my Google Calendar available to other people.

8. Use of Electronic Devices in Class. Laptops are permitted in class but only for note-taking and for activities in class when specifically indicated. When we are having a lecture, discussion, student project presentation, or similar activity, I expect everyone's eyes and attention to be focused on that activity. You definitely should not be browsing the web, checking email, doing your homework, and so on during these class activities. The use of cell phones is strictly prohibited: no calling, texting or other uses of your cell phone during class time.

Course Assignments and Grading:

1. **Attendance and Participation.** See above.
2. **Discussion Leadership.** In a typical class meeting, two student discussion leaders will be assigned to facilitate each discussion of the day's readings. Given our schedule, most students will get two or three chances to lead discussion. Discussion leaders will be expected to summarize the main points of each reading and to have prepared discussion questions on more debatable aspects of each article. Discussion leaders will also be expected to delve into recommended articles for a given day, to give more background or context to the day's assigned readings.
3. **Response Essays.** On a weekly basis, from weeks 1-9, I will give you a prompt (or choice of prompts) for a short essay response (350-500 words) related to the week's readings. These essays will be due by the start of class each **Thursday**. Note that you do not have to write an essay every week, but you must complete 5 of them (out of 9 weeks available). The essays will be graded on content, style, and mechanics.
4. **"Writing Life" Presentation.** Once during the semester, you will give a 15-20 minute presentation on a book that offers advice on academic writing. The idea is for you to summarize the most important lessons you learned from this reading and how we can apply some of these insights to our own academic writing. I will be assigning the books (and probably lending you my copies of them). More details on this assignment will be available in Week 1.
5. **Research Project.** Building on the themes, concepts, and methods from readings we discuss in class, you will write a major capstone paper (about 25-30 pages, double-spaced). Due to the size and importance of this project, and to avoid last-minute work, there are a number of intermediate assignments due throughout the semester, leading up to the final paper. For the most part, these components of the research project will be due on Fridays. During class meetings, we will also be setting aside time for discussion of issues related to the project, such as how to define a topic, how to formulate a research question, where to find sources, and so forth. This is the composition of your grade on the research project:
 - a. Research topic statement (counts in course participation grade)
 - b. Research project proposal and preliminary bibliography (5%)
 - c. Annotated bibliography (10%)
 - d. Polished draft (10%)
 - e. Peer review (5%)
 - f. Oral presentation (10%)
 - g. Final draft (60%)

This is the breakdown of your overall course grade:

1. Attendance and Participation	10%
2. Discussion Leadership	10%
3. Response Essays	15%
4. Academic Writing Advice Presentation	5%
4. Research Project (all components)	60%
TOTAL	100%

Course Outline

Wk	Topic	Date	Activities and Readings
0	Introduction to Course	Thurs (Jan. 23)	Introductions and Course Business
1	Key Themes and Approaches in Medical Geography	Tues (Jan. 28)	Carter leads discussion Readings: Gatrell, A. C., & Elliott, S. J. (2015). <i>Geographies of health: an introduction</i> (3rd ed.). Malden, MA: Wiley Blackwell (ch. 1-2) Andrews, G. J., Evans, J., Dunn, J. R., & Masuda, J. R. (2012). Arguments in Health Geography: On Sub-Disciplinary Progress, Observation, Translation. <i>Geography Compass</i> , 6(6), 351-383.
	Qualitative, post-structural approaches	Thurs (Jan. 30)	Student discussion leaders Readings: Craddock, S. (2000). <i>City of plagues: Disease, poverty, and deviance in San Francisco</i> . Minneapolis: University of Minnesota Press. (excerpt) Thompson, L., Pearce, J., & Barnett, J. R. (2007). Moralising geographies: stigma, smoking islands and responsible subjects. <i>Area</i> , 39(4), 508-517.
2	Rethinking the social determinants of health	Tues (Feb. 4)	Student discussion leaders Readings: Krieger, N. (2001). Theories for social epidemiology in the 21st century: an ecosocial perspective. <i>International Journal of Epidemiology</i> , 30(4), 668-677. Krieger, N. (2008). Proximal, distal, and the politics of causation: what's level got to do with it? <i>American Journal of Public Health</i> , 98(2), 221. Spiegel, J. M., Breilh, J., & Yassi, A. (2015). Why language matters: insights and challenges in applying a social determination of health approach in a North-South collaborative research program. <i>Globalization and Health</i> , 11(1), 1.
		Thurs (Feb. 6)	Student discussion leaders Writing Life #1 Readings: Krieger, N. (2012). Methods for the scientific study of discrimination and health: an ecosocial approach. <i>American Journal of Public Health</i> , 102(5), 936-944. Roberts, D. (2012). Embodying race. In <i>Fatal Invention</i> . The New Press.
3	Understanding place effects	Tues (Feb. 11)	Student discussion leaders Readings: Irwin, N. and Q. Bi. (2016). The Rich Live Longer Everywhere. For the Poor, Geography Matters. <i>New York Times</i> , April 11. Cummins, S., Curtis, S., Diez-Roux, A. V., & Macintyre, S. (2007). Understanding and representing 'place' in health research: a relational approach. <i>Social Science & Medicine</i> , 65(9), 1825-1838. Smyth, F. (2008). Medical geography: Understanding health inequalities. <i>Progress in Human Geography</i> 32 (1): 119-127.

	"Deaths of Despair"	Thurs (Feb. 13)	<p>Student discussion leaders</p> <p>Readings:</p> <p>Case, A., & Deaton, A. (2015). Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. <i>Proceedings of the National Academy of Sciences</i>, 112(49), 15078-15083.</p> <p>Kristof, N. and S. WuDunn (2020). Who killed the Knapp family? <i>NY Times</i>, Jan. 9.</p> <p>Woolf, S. H., & Schoomaker, H. (2019). Life expectancy and mortality rates in the United States, 1959-2017. <i>JAMA</i>, 322(20), 1996-2016.</p>
		Fri (Feb. 14)	Research Topic Statement Due
4	Green Spaces and Health	Tues (Feb. 18)	<p>Student discussion leaders</p> <p>Writing Life #2</p> <p>Wang, H., & Tassinary, L. G. (2019). Effects of greenspace morphology on mortality at the neighbourhood level: a cross-sectional ecological study. <i>The Lancet Planetary Health</i>, 3(11), e460-e468.</p> <p>Labib, S. M., Lindley, S., & Huck, J. J. (2019). Spatial dimensions of the influence of urban green-blue spaces on human health: A systematic review. <i>Environmental Research</i>, 108869.</p>
		Thurs (Feb. 20)	<p>Research Skills Workshop</p> <p>Meet at the College Library</p>
5	Environmental Justice	Tues (Feb. 25)	<p>Student discussion leaders</p> <p>Brulle, R.J. and Pellow, D.N., 2006. Environmental justice: human health and environmental inequalities. <i>Annual Review of Public Health</i>, 27, 103–124.</p> <p>Solomon, G. M., Morello-Frosch, R., Zeise, L., & Faust, J. B. (2016). Cumulative Environmental Impacts: Science and Policy to Protect Communities. <i>Annual Review of Public Health</i>, 37, 83-96.</p> <p>Cushing, L., Morello-Frosch, R., Wander, M., & Pastor, M. (2015). The haves, the have-nots, and the health of everyone: the relationship between social inequality and environmental quality. <i>Public Health</i>, 36(1), 193.</p>
		Thurs (Feb. 27)	<p>Carter leads discussion</p> <p>Writing Life #3</p> <p>Carter, E. D. (2016). Environmental justice 2.0: new Latino environmentalism in Los Angeles. <i>Local Environment</i>, 21(1), 3-23.</p> <p>Pulido, L., & De Lara, J. (2018). Reimagining 'justice' in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition. <i>Environment and Planning E: Nature and Space</i>, 1(1-2), 76-98.</p> <p>Pulido, L. (2017). Conversations in environmental justice: an interview with David Pellow. <i>Capitalism Nature Socialism</i>, 28(2), 43-53.</p>

6	Political ecology of disease	Tues (Mar. 3)	<p>Student discussion leaders</p> <p>Harris, M. L., & Carter, E. D. (2019). Muddying the waters: A political ecology of mosquito-borne disease in coastal Ecuador. <i>Health & Place</i>, 57, 330-338.</p> <p>King, B. (2010). Political ecologies of health. <i>Progress in Human Geography</i>, 34(1), 38-55.</p> <p>Stewart-Ibarra, et al. (2014). A social-ecological analysis of community perceptions of dengue fever and <i>Aedes aegypti</i> in Machala, Ecuador. <i>BMC public health</i>, 14(1), 1135.</p>
		Thurs (Mar. 5)	Research Project Workshop Writing Life #4
		Fri (Mar. 6)	Research Proposal and Preliminary Bibliography Due
7	Global health governance	Tues (Mar. 10)	<p>Student discussion leaders</p> <p>Ali, S. H., & Keil, R. (2006). Global Cities and the Spread of Infectious Disease: The Case of Severe Acute Respiratory Syndrome (SARS) in Toronto, Canada. <i>Urban Studies</i>, 43(3), 491-509.</p> <p>Sparke, M. (2009). Unpacking economism and remapping the terrain of global health. In <i>Global Health Governance: Crisis, Institutions and Political Economy</i>, pp. 131-159.</p> <p>Birn, A.-E. (2005). Gates's Grandest Challenge: Transcending Technology as Public Health Ideology. <i>The Lancet</i>, 366, 514-519.</p>
		Thurs (Mar. 12)	Research Project Workshop Writing Life #5
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8	Global health governance (cont'd)	Tues (Mar. 24)	<p>Student discussion leaders</p> <p>Hartmann, C. (2016). Postneoliberal Public Health Care Reforms: Neoliberalism, Social Medicine, and Persistent Health Inequalities in Latin America. <i>American Journal of Public Health</i>, 106(12), 2145-2151.</p> <p>Warf, B. (2010). Do you know the way to San José? Medical tourism in Costa Rica. <i>Journal of Latin American Geography</i>, 51-66.</p> <p>Huish, R. (2017). Why Cuban Solidarity was Ebola's Antidote: How Cuban Medical Internationalism is radically changing Health Geographies in the Global South. <i>Human Geography: A New Radical Journal</i> 10 (3), 54 – 70.</p>
		Thurs (Mar. 26)	NO CLASS – Prof. Carter Out of Town Work on Projects

9	Geographical perspectives on the obesity epidemic	Tues (Mar. 31)	Student discussion leaders Smith, D. M. & S. Cummins (2009). Obese Cities: How Our Environment Shapes Overweight. <i>Geography Compass</i> , 3, 518-535. Beaulac, J., Kristjansson, E., & Cummins, S. (2009). A systematic review of food deserts, 1966-2007. <i>Prev Chronic Dis</i> , 6(3), A105. Florida, R. (2018, Jan. 22). Food deserts exist. But do they matter? <i>The Atlantic</i> online.
		Thurs (Apr. 2)	Student discussion leaders Writing Life #6 Readings: Carter, E. D. (2015). "Making the Blue Zones: Neoliberalism and Nudges in Public Health Promotion." <i>Social Science and Medicine</i> 133 (May): 374-382. Guthman, J. (2011). <i>Weighing in: Obesity, food justice, and the limits of capitalism</i> . University of California Press (excerpt).
		Fri (Apr. 3)	Annotated Bibliography Due
10	Project Work	Tues (April 7)	NO CLASS – Prof. Carter out of town – continue work on project
		Thurs (April 9)	NO CLASS – Prof. Carter out of town – continue work on project
11	Project Work	Tues (April 14)	Writing Workshop in Class Writing Life #7
		Thurs (April 16)	Writing Workshop in Class Writing Life #8
		Friday (April 17)	Polished Draft of Research Paper Due
12	Project Work	Tues (April 21)	Oral presentations rehearsal
		Thurs (April 23)	Oral presentations rehearsal
		Sat (April 25)	Student Presentations at MUGS (Midwest Undergraduate Geography Symposium), Macalester
13	Project Work	Tues (April 28)	Individual Meetings and Peer Review
		Thurs (April 30)	Individual Meetings and Peer Review
14		Thurs (May 7)	Final Paper Due