

Health and the Global Environment

Geography 5214

Spring 2010

Instructor: Dr. Korine Kolivras
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Access course homepage and readings through
Blackboard

An 1883 wood engraving in *Life Magazine*, titled "Is this a time for sleep?" shows the guardian "science" sleeping on a New York City dock while the spectre of "cholera" floats across the ocean from Europe.
http://focus.hms.harvard.edu/1996/Feb16_1996/On_the_Quad.html



About the Course: In this course, we will examine the complex relationships between environmental conditions and health or disease. “Environment” is broadly defined for this course – the term as we will use it refers to the surroundings of an individual or a population that affect health in some way including social, political, built, and economic environments as well as the more obvious physical or natural environment. Interconnections between the various environments are also important; the migration of people (and the associated movement of diseases) is often driven by challenges in multiple environments. During the first part of the course, we will specifically examine how globalization and the resulting changes in a variety of environments affect health conditions and result in the emergence of diseases in *The Coming Plague*. Then we will explore current research related to health and the global environment before wrapping up the course with presentations on your own research.

Throughout the course – both while doing readings and research outside of class and during in-class discussions – be sure to consider the geographic concepts at play. Think about geographic variation in different environments around the world and consider the movement of people and diseases (diffusion), just as two examples.

Required Reading:

- Garrett, Laurie. 1994. *The Coming Plague: Newly Emerging Diseases in a World out of Balance*.
- Other readings will be posted on Blackboard

Format: The course is based on readings and discussions rather than lectures, and you’re expected to take an active role in the class. Students will take turns leading class discussions, and participation during those discussions will be an important part of your grade.

Grading: Grades in the course are based on in-class participation, discussion leadership, a weekly reaction to readings, and a research paper and presentation.

Grade Breakdown:

Weekly participation in discussions	25%
Discussion leadership	20%
NSF-style Research Proposal (15 pages)	25%
Research Proposal Presentation	15%
Weekly reaction write-ups (1-2 pages)	15%

Weekly Reaction Write-ups: Each week you are expected to prepare a brief (1-2 pages double-spaced) write-up based on the readings. Include the following: major themes and geographic concepts in the readings, criticisms, personal reaction to something in the readings, and three discussion questions. This will prepare you for our in-class discussions.

Attendance Policy: Since this is a graduate class, attendance is expected. Given that the class meets once per week, missing a single class is the same as missing an entire week of work. Therefore, even though I don't think it will be a problem, I have elected to institute an attendance policy. More than two absences will result in a loss of 5% off the final course grade for each absence beyond two.

Late Work: In order to be fair to all students in the class, late work will NOT be accepted without an excuse from a verifiable source, such as a doctor.

Schedule:

Date	
1/20	Introduction to Course, "Factors in the Emergence of Infectious Diseases"
1/27	Garrett Ch. 1-3 <i>Leader:</i> Kolivras
2/3	Garrett Ch. 4-5 <i>Leaders:</i> Justin and Julie
2/10	Garrett Ch. 6-7 <i>Leaders:</i> Kolivras and Kimberly
2/17	Writing Workshop (Read NSF proposals and prepare to discuss)
2/24	Garrett Ch. 9-10 <i>Leaders:</i> Rachel and Jen
3/3	Garrett Ch. 11-12 <i>Leaders:</i> Anna and Tina
3/10	<i>SPRING BREAK</i>
3/17	Garrett Ch. 13-14 <i>Leaders:</i> Kolivras (both)
3/24	Garrett Ch. 15-17 <i>Leaders:</i> Kolivras (15, 16) and Carmen (17)
3/31	Current topics, readings TBD based on student interests – Tina and Kimberly
4/7	Current topics, readings TBD based on student interests – Rachel and Jen
4/14	NO CLASS – AAG
4/21	Current topics, readings TBD based on student interests – Carmen and Anna
4/28	Current topics, readings TBD based on student interests – Justin and Julie
5/5	Research Presentations ~20 mins each, 5 mins for questions
[final exam period]	Research Presentations ~20 mins each, 5 mins for questions