

## **GEOG / ENVR 3890 *Geography & Wellness* Course Outline Fall 2023**

### **General Course Information**

Professor: Dr. Bonnie C. Hallman

**Office:** 224 St. John's College

**Office hours:** Drop in Wednesdays 1:00-2:30pm, or by appointment

**Email:** [bonnie.hallman@umanitoba.ca](mailto:bonnie.hallman@umanitoba.ca)

Students are to follow all public health protocols as they may develop/change (e.g., mask-wearing) given increasing prevalence of new Covid variants as reported by the WHO and PHAC.

Students are requested to correctly wear a mask when meeting with Dr. Hallman at her office. Masks will be provided if you do not have your own.

All course readings and information materials (e.g., course outline, assignment instructions) are available in UM Learn as pdf files (readings, which are all scholarly articles published in academic journals) and internet links (supplementary websites, videos etc.). These are listed in UML under Contents/Readings or Contents/Supplementary Materials by course topic (also see the Topics and Readings list at the end of this document to ensure you know which readings go with each week's topic)

***Check your UM email and UM Learn Announcements regularly for any course updates and information you need to know in a timely manner.***

## TRADITIONAL TERRITORIES ACKNOWLEDGEMENT



The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.



### ***Diversity, Inclusion and Equality Statement***

“As defined in *The Human Rights Code* (Manitoba) and in accordance with the University of Manitoba’s Respectful Work and Learning Environment (RWLE) Policy, all learners, faculty and staff, regardless of race, ethnicity, colour, religious beliefs, national origin, rurality, gender, age, sexual orientation, disability, political beliefs, language, or socioeconomic status, are valued for their individuality, academic pursuits, and contributions to the diversity and functions of the University of Manitoba. Unacceptable discrimination, including racism, microaggressions, sexism, ableism, ageism, homophobia and transphobia will not be tolerated.”

(Source: Rady Faculty Equity, Diversity and Inclusion Policy, 2020)

---



(<https://winnipeg.bigbrothersbigsisters.ca/prism/new-pride-flag-01/>)

## **Course Description**

Cross-culturally and for centuries, people have recognized the importance of connection between their geography (both built and natural environments) and their health and wellbeing.

This course explores how human-environment relations (a core concept in human geography) influence our mental, emotional, and physical wellbeing/wellness. The overarching theme is that the places where we live, work and play, and how we relate to them, are entwined with our overall wellbeing in often profound and sometimes surprising ways.

This course draws on current published research in cultural/health geography, emotional geographies, therapeutic landscapes, environmental anxiety and ecological grief, sacred spaces, and the geography of mental health and wellbeing/wellness. It also draws on research in cognate areas to human geography such as: cultural studies, Indigenous studies, environmental psychology, health sociology, urban planning, and architectural design.

## **Course Learning Objectives**

On successful completion of this course, students should be able to:

- Define and explain fundamental concepts such as wellbeing, therapeutic landscapes, environmental anxiety, etc.,
- Identify linkages between environmental sustainability and human health and wellbeing
- Share and develop a greater awareness of landscape as therapeutic
- Explain the significance of contact with nature/exposure to the natural environment for wellbeing and how the loss of contact with/degradation of an environment may elicit feelings of loss
- Have an understanding of how urban, building and landscape design influence physical and mental health
- Share an increased awareness of mental health and wellness issues, including within the university/academy
- Appreciate the interplay between the environment, social processes, and individual experiences of wellbeing
- Have improved skills in critical thinking, independent research, and in communication

## Student Learning Assessment

### ***Journal Article Review - 20% - DUE October 12, 2023.***

Critical review of a peer-reviewed scholarly journal article reporting on **primary research** in a relevant area of geographic and environmental studies of wellbeing

- Follow the instructions (separate document) accessible on the UM Learn site for this course, under Contents
- The final review document is submitted to a UM Learn Assessments/Assignments folder
- The article **can** be one of the resources for your research paper (see below)
- **Students select their article via a search on the UM Libraries site**
- **The article MUST be approved by the instructor. Reviews of unapproved articles will not be accepted**
- **Send a link, or an attached PDF, to the instructor via email for approval before October 3, 2023.**

### ***Midterm Test - 25% - October 24, 2023***

- Select **1 of 2 essay questions** to answer. Must be sentences and paragraphs
- Answer 5 short answer questions (Answer in sentences or bullet points in space provided)
- Questions are based on course readings, lectures and associated additional UM Learn resources

### ***Persuasive Research Paper – 25% - December 7, 2023***

- Max. 1500 word (**single spaced**) original research paper with an argumentative/persuasive structure
- The topic is chosen by the student **in consultation with the instructor** and must be **directly related** to a course topic/theme and approved by the instructor
- Follow the instructions (a separate document) accessible on the UML site for this course, under Contents
- Submit to UM Learn Assessments/Assignments folder
  - *Note: late submissions may not be accepted*

### ***Final Exam - 30% - To be Scheduled by the Registrar's Office in December***

- Select **2 of 3 essay questions** to answer. Must be sentences and paragraphs
- Answer 10 short answer questions (Answer in sentences or bullet points in the space provided)
  - Questions based on course readings, lectures and associated additional UM Learn resources from across the main themes of the course

## **Letter Grades**

The following is the standard grade scheme used in the Department of Environment and Geography:

**A+ = 90 % +**

**A = 80-89%**

**B+ = 75-79%**

**B = 70-74%**

**C+ = 65-69%**

**C = 60-64%**

**D = 50-59%**

**F = < 50%**

## **Student Responsibility for Missed Classes**

Students are responsible for obtaining/covering any missed information or materials. *The instructor does not have notes available for students and does not normally provide the lecture slides.* The instructor will answer questions via email ([bonnie.hallman@umanitoba](mailto:bonnie.hallman@umanitoba)) or during office hours. You are also encouraged to connect with someone in the class to share notes and compare your notetaking strategies (see the *Tips for Effective Lecture Notes* document available to you on UM Learn).

## **Policy Regarding Missed Tests/Exams**

If you miss a Test for medical or compassionate reasons, you *may* be granted a make-up/deferred test.

Students who cannot meet a course requirement due to medical circumstances are **no longer required to submit medical notes**. However, **students must submit the Absence Self Declaration form** to their instructor (or an academic advisor in your Faculty/U1 if it is about a missed final exam) **by email** to inform of the missed work and to arrange for extensions or deferrals/makeup tests as required.

Please follow these guidelines if you are unable to meet an academic requirement for your course, whether for medical or compassionate reasons:

- **Contact your instructor for term work such as a quiz, test, or assignment**
- Contact an academic advisor for a missed final exam (scheduled during the final examination period)
- **Inform your instructor/advisor as soon as possible - do not delay! – ideally within 24 hours and include the Self Declaration form.**
- For final exams, students **must** contact an academic advisor within 48 hours of the date of the final exam
- *Only email your instructor/advisor from a U of M email address, and include your full name, student number, course number, the academic work that was missed, and the Self Declaration form.*

- **The Self Declaration form is accessible on the UM Learn site for this course under Contents, or you can search for it on the University of Manitoba main website.**

***Note that reasonable causes for missing a test or exam do NOT include vacations (even with relatives), long weekends away, or work in other courses.***

**If you do not contact the instructor within 48 hours that a term test or assignment deadline has been missed, you may not be offered the opportunity to complete a makeup/deferred test or submit an assignment.** You may NOT write a deferred test because you have other work due on the same day in other courses. *Study early and plan accordingly.*

- If in doubt about what is an appropriate reason for missing a test or requesting an extension on a due date, please ask the instructor well before the test /due date via email.
- *Students will not normally have more than 7 working days from specific test dates to complete a make-up/deferred test.*
- If a student has medical or compassionate reasons that mean they cannot write within 7 days (for example, an extended illness or hospitalization), a make-up test will not be provided, but *other accommodations will be offered and discussed with the student.*
- A deferred test can include *any format* for test questions, including multiple-choice, short answer, long/essay answer, etc. The format may be different from the regularly scheduled test. It is up to the student writing the deferred test to ask the instructor about the format.
- **Deferred tests will be written in person at a date and time arranged by the professor and student.**
- **Due date extensions are normally given in 48-hour increments, with the exact length determined between the student and instructor.**

### **Student Accessibility Services (SAS)**

- If you are a student requiring accommodations, please contact SAS to register for academic supports and services such as note-taking, interpreting, assistive technology, and exam/test accommodations
- It is your responsibility to consult with Student Accessibility Services and make sure the instructor is notified of any necessary arrangements for exams/tests well in advance of test dates (e.g., at least 2 weeks). It is also your responsibility to book space for test and exam writing in the SAS space, should this be your accommodation. This too should be done at least 2 weeks before the test dates
- Students who have, or think they may have, a need for academic supports (e.g., mental or physical illness, learning disability, hearing or visual

challenges, or injury-related challenges) are encouraged to contact SAS to arrange a confidential consultation ASAP

- *Student Accessibility Services*  
<http://umanitoba.ca/student/saa/accessibility/>  
520 University Centre - 204 474 7423  
[Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

## **Communicating with Your Instructor**

*Only* your university email account is used for official university communications, including messages from your instructors, Department or Faculty, academic advisors, and other university administrative offices.

### **Only emails from your University of Manitoba account**

( ... [@myumanitoba.ca](mailto:@myumanitoba.ca) ) will be responded to by your instructor. Additionally:

- All communications must be professional and respectful. As members of the university community, we are all subject to the Respectful Workplace and Learning Environment Policy ([https://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](https://umanitoba.ca/admin/governance/governing_documents/community/230.html)). You are encouraged to familiarize yourself with this policy.
- E-mails to the instructor must include:
  - The subject heading (e.g., **GEOG 3890 ...** )
  - A salutation (i.e. Dear, Hello, Good Morning . . . )
  - **Emails that do not conform to the above format may not get a response.**

***Normally, emails will be responded to within 24 hours. However, emails sent on weekends or after 5 pm on weekdays will not get a response until the next working day.***

## **Office Hours**

As part of our responsibilities to our students, all instructors schedule time each week during the term ("office hours") when they are available for students to meet with them. This is time set aside to ask questions about course content, tests, or other academic concerns.

**Office Hours Drop-in: Wednesdays 1:00 - 2:30 pm, 224 St. John's College  
OR set up an appointment by emailing Dr. Hallman**

- Masks **MUST** be worn (and will be provided if you don't have one)
- Only 1 student will be allowed into the office space at a time

## Academic Integrity

Students are responsible for ensuring they understand the University of Manitoba's Policy on Academic Integrity (<http://umanitoba.ca/student-supports/academic-supports/academic-integrity>).

1. "Academic Misconduct" means **any conduct** that has, or might reasonably be seen to have, an adverse effect on the academic integrity of the University, including but not limited to:

(a) *Plagiarism* – the presentation or use of information, ideas, images, sentences, findings, etc. as one's own without appropriate citation in a written assignment, test or final examination. *This includes the use of AI (e.g., ChatGPT) to complete assignments or research papers.*

(b) *Cheating on Quizzes, Tests, or Final Examinations* – the circumventing of fair testing procedures or contravention of exam regulations. Such acts may be premeditated/planned or may be unintentional or opportunistic.

(c) *Inappropriate collaboration* – when a Student and any other person work together on assignments, projects, tests, labs or other work unless authorized by the course instructor

(d) *Duplicate Submission* – cheating where a Student submits a paper/assignment/test in full or in part, for more than one course without the permission of the course instructor .

(e) *Personation* – writing an assignment, lab, test, or examination for another student, or the unauthorized use of another person's signature or identification in order to impersonate someone else. Personation includes both the personator and the person initiating the personation

**The penalties for plagiarism and cheating are severe and range from receiving a grade of zero on an assignment, to academic suspension.**



## Fall 2023 Schedule of Topics & Assigned Readings

- Dates may be adjusted if necessary
  - All articles listed here are available on the UM Learn site for this course, under Contents, organized in sections/modules as listed here. They are also available by online searching via UM Libraries.
- 

1. **September 7 - Introduction: Health, Wellbeing... and Geography?**
  - a. Kangmennaang, J. & S. Elliott (2019) 'Wellbeing is shown in our appearance, the food we eat, what we wear, and what we buy': Embodying wellbeing in Ghana. Health & Place. 55: 177-187.
2. **September 12 & 14; 19 & 21- Therapeutic Landscapes 1 & 2**
  - a. Bell, S.I., et al (2015) Seeking everyday wellbeing: the coast as a therapeutic landscape. Social Science & Medicine. 142: 56-67.
  - b. Wang, K., Q. Cui and H. Xu (2018) Desert as therapeutic space: cultural interpretation of embodied experience in sand therapy in Xinjiang, China. Health & Place. 53: 173-181.
  - c. Finlay, J. (2018) 'Walk like a penguin': Older Minnesotans' experiences of (non) therapeutic white space. Social Science & Medicine. 198: 77-84.
  - d. Wood, N., and D. Martin (2020) "I'm a foreigner there": landscape, wellbeing and the geographies of home. Health and Place. 62: 102274.
3. **September 26 & 28 - Nature and Health/Wellness Promotion**
  - a. Hansen-Ketchum, P., P. Marck, L. Reutter and E. Halpenny (2011) Strengthening access to restorative places: findings from a participatory study on engaging with nature in the promotion of health. Health & Place. 17: 558-571.
  - b. Oh et al (2017) Health and wellbeing benefits of spending time in forests: systematic review. Environmental Health and Preventative Medicine. 22(17)
  - c. Gao, Z. et al (2020) Virtual reality exercise as a coping strategy for health and wellness promotion in older adults during the Covid19 pandemic. Journal of Clinical Medicine. 9: 1986-1996.
4. **October 3 & 5 – Wellbeing Tourism**
  - a. Dillette, A.K., Douglas, A.C. and C. Andrzejewski (2021) Dimensions of holistic wellness as a result of international wellness tourism experiences. Current Issues in Tourism. 24(6): 794-810.
  - b. Smith, M.K. and A. Diekmann (2017) Tourism and wellbeing. Annals of Tourism Research. 66: 1-13.

- c. Willis, C. (2015) The contribution of cultural ecosystem services to understanding the tourism-nature-wellbeing nexus. *Journal of Outdoor Recreation & Tourism*. 10: 38-43.

**Approval of Article for Journal Article Review Deadline - October 3 (via Email)**

5. **October 10 & 12 - Sacred Spaces/Landscapes & Wellbeing**
  - a. Agyekum and Newbold (2016) Religion/spirituality, therapeutic landscapes and immigrant mental wellbeing amongst African immigrants to Canada. *Mental Health, Religion, and Culture*. 19(7): 674-685.
  - b. Foley, R. (2011) Performing health in place: the holy well as a therapeutic assemblage. *Health & Place*. 17(2): 470-479.

**Journal Article Review Due – October 12  
Submit to folder in UM Learn Assessments/Assignment by deadline**

6. **October 17 & 19 - Mental Health/Wellness and Place**
  - a. Fox, S., R. Griffin and J. Pachankis (2020) Minority stress, social integration, and the mental health needs of LGBTQ asylum seekers in North America. *Social Science & Medicine*. 246: 112727.
  - b. Herron et al (2020) 'Talk about it': changing masculinities and mental health in rural places? *Social Science & Medicine*. 258: 113099.
  - c. Foellmer, J., Kistemann, T. and C. Anthonj (2021) Academic greenspace and well-being – Can campus landscape be therapeutic? Evidence from a German university. *Wellbeing, Space and Society*. 2: 100003.

**In-class Midterm - Oct 24**

7. **October 26, 31 & November 2 - Environmental Anxiety & Ecological Grief**
  - a. Cunsolo et al (2012) 'From this place and of this place': Climate change, sense of place, and health in Nunatsiavut, Canada. *Social Science and Medicine*. 75: 538-547.
  - b. Lowe, S., Joshi, S., Pietrzak, R., Galea, S. and M. Cerda (2015) Mental health and general wellness in the aftermath of Hurricane Ike. *Social Science and Medicine*, 124: 162-170
  - c. Cunsolo, A. and Ellis (2018) Ecological grief as a mental health response to climate change-related loss. *Nature Climate Change*. 8:295-281.
  - d. Crossley, E. (2020) Ecological grief generates desire for environmental healing in tourism after COVID-19. *Tourism Geographies*. 22(3): 536-546.

8. **November 7 & 9 – Wellness, Geography, ... and a Pandemic**
- a. Finlay et al (2019) Closure of ‘third places’? Exploring potential consequences for collective health and wellbeing. Health and Place. 60: 102225.
  - b. Doughty, K., Hu, H. and J. Smit (2022) Therapeutic landscapes during the Covid-19 pandemic: increased and intensified interactions with nature. Social & Cultural Geography. DOI:10.1080/14649365.2022.2052168

**November 14 – 17 – No classes  
Fall Term Break**

9. **November 21 & 23; 28 & 30 – Sustainability and Wellbeing 1 & 2**
- a. Dallimer, M., Irvine, K., Skinner, A. M. J., Davies, Z., Rouquette, J., Maltby, J., Warren, P., Armsworth, P., and K. Gaston (2012) Biodiversity and the feed-good factor: Understanding associations between self-reported human well-being and species richness. BioScience. 62(1): 47-55.
  - b. Seegebarth, B., M. Peyer, I. Balderjahn, and K-P Wiedmann (2016) The sustainability roots of anti-consumption lifestyles and initial insights regarding their effects on consumers’ well-being. The Journal of Consumer Affairs. Spring: 68-99.
  - c. Watkins, L., R. Aitken and D. Mather (2016) Conscientious consumers: a relationship between moral foundations, political orientation and sustainable consumption. Journal of Cleaner Production. 134: 137-146.
  - d. Guillen-Royo, M. (2019) Sustainable consumption and wellbeing: does on-line shopping matter? Journal of Cleaner Production. 229: 1112-1124.

10. **December 5 & 7 – Planning Spaces/Places for Wellness / Exam Prep**

- a. Bornioli, A., G. Parkhurst and P.L. Morgan (2018) The psychological wellbeing benefits of place engagement during walking in urban environments: a qualitative photo-elicitation study. Health & Place. 53: 228-236.
- b. Finlay, J. et al (2020) Fast-food for thought: Retail food environments as resources for cognitive health and wellbeing among aging Americans. Health and Place. 64: 1-9.
- c. Finlay, J. and G.D. Rowles (2021) Clinical geography: a proposal to embrace space, place and wellbeing through person-centred practice. Wellbeing, Space and Society. 2: 100035.

**Persuasive Research Paper due December 7, 2023  
Submit to UM Learn Assessments/Assignments folder**

**FINAL EXAM – Scheduled by the Registrar’s Office during the final examination period:  
December 12-22, 2023**