

GEOG/ENVR 3890 Geography & Wellness

Dept. of Environment & Geography

Course Outline Fall 2025

General Course Information

Professor: Dr. Bonnie C. Hallman

Office: 224 St. John's College

Office hours: Drop-in on Wednesdays 12:30-2:00pm, or by appointment

Email: bonnie.hallman@umanitoba.ca

All Required Readings, Course Documents and Additional Materials (e.g., this course outline, research paper instructions, internet links) are available on UM Learn. Required Readings and Course Documents are all downloadable PDFs.

These Course Materials are organized in UM Learn by Week, as listed in the Course Schedule. This Schedule is at the end of this Course Outline.

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

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)

University of Manitoba Land 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.

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 a wide range of research foci, fields and disciplines: cultural and health geography, emotional geographies, therapeutic landscapes, environmental anxiety and ecological grief, sacred spaces, and mental health & 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 and anxiety
- Develop 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 higher education
- Appreciate the interplay between the environment, social processes, and individual experiences of wellbeing
- Have improved skills in critical thinking, independent research, and in communication

Copyright and Course Materials

Students are expected to respect copyright. Copyrighted content is used in this course in accordance with copyright laws and University guidelines. Copyrighted works, including course materials created by your instructors (such as PowerPoints, handouts, or notes), are **made available for private study and research and must not be shared or distributed in any format without authorization** (including to course note sharing or tutoring websites such as Course Hero, Chegg, etc.).

- **Violating copyright can result in serious consequences for students at the University of Manitoba, including (but not limited to) allegations of academic and non-academic misconduct.**
- If you have questions or need help see the University's Copyright Office website (<http://umanitoba.ca/copyright/>) or contact by email: um.copyright@umanitoba.ca.

Communicating with Your Instructor

You are required to obtain and use your University of Manitoba email account **for all communication between yourself and the university**. All communication must comply with the Electronic Communication with Student Policy:

https://umanitoba.ca/governance/sites/governance/files/2021-06/Electronic%20Communication%20with%20Students%20Policy%20-%202013_09_01%20RF.pdf.

Only your university email account is used for all 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) will be responded to by your instructor.**

- 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). You are encouraged to familiarize yourself with this policy.
- **E-mails** to the instructor must include:
 - The subject heading that includes the course name (e.g., **GEOG 1280 ...**)
 - A salutation (i.e. Hello, Good Morning . . .)
 - **The correct way to address me is: Professor or Dr. Hallman**
 - 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 generally will not be answered until the next working day.

Recording of Lectures

No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without written permission from Dr. Hallman. Course materials (both paper and digital) are for the course participant's private study and research. Any exceptions must be approved by and at the direction of Student Accessibility Services.

Use of Technology

It is University of Manitoba policy that all technology resources are to be used in the classroom in a responsible, efficient, ethical, and legal manner. (e.g., tablets, cellphones, laptops, etc.). Specifically applicable is the [Respectful Work and Learning Environment policy \(RWLE\)](#). *In the classroom*, laptops may be used for making lecture notes, accessing e-textbook copies, or UM Learn-based course materials. Any other uses are inappropriate and will result in a student being removed from class. Cellphones are not to be used in the classroom and should normally be muted/on silent during class to avoid distraction.

Office Hours

There is a **drop-in time** where you can stop by without needing an appointment, or you can email Dr. Hallman to arrange a day and time to meet. This is time to ask questions about course content, tests, or other academic concerns.

- **Drop-in:** Dr. Hallman's office, 224 St. John's College – Wednesdays 12:30-2:00pm.

Any changes will be posted in UM Learn Announcements and noted in class.

- **By Appointment – Email Dr. Hallman to arrange a day and time**

Student Learning Assessment

Midterm Test - 25% - Friday, October 24, 2025

- Select **1 of 2 essay questions** to answer, in a provided Test/Exam Booklet. Answers must be written in full sentences and paragraphs and legible.
- Answer **5 short answer questions**. Answers may be written in sentences or bullet points, and must be written in the space provided on the Test document
- Questions are based on course readings, lectures, class discussions, and associated additional UM Learn resources for topics covered to date.

Persuasive Research Paper (PRP) – 25% - December 5, 2025

Each student will independently research an original research paper with an argumentative/persuasive structure.

- Max. 1000-word length, not including references
- The topic is chosen by the student in **consultation with the instructor** and must be **directly related** to a course topic/theme
- Students must follow the **PRP Instructions Document**, accessible on the UML site for this course, under Content/Course Introduction and Key Documents
 - *Assignments that do not follow the instructions for format and reference citation may not be accepted; if in doubt ASK*
- Submit completed Papers to the correct UM Learn Assessments / Assignments folder before the deadline
 - *Late submissions may not be accepted*

***ANY suspected use of AI tools will trigger an
Academic Misconduct investigation.***

Research Oral Presentation – 15%

Dec 1, 3 & 5, 2025 (& Dec 8 if needed)

Each student will give a 10-minute oral presentation on their Persuasive Research Paper research, using PowerPoint

- Presentations will be scheduled by lottery-method during the last week of classes
- Students are expected to attend **all** Oral Presentation classes. Students who do not attend on days they are not presenting will have a penalty of 5% of their earned Presentation Grade deducted
- See the PRP Instructions Document for further detailed instructions.

Final Exam - 35% - Scheduled by Registrar's Office in December 2025

- Select **2 of 3 essay questions** to answer in a provided Exam Booklet. Answers must be written in full sentences and paragraphs, and must be legible.
- Answer **5 short answer questions**. Answer may be in sentences or bullet points, and must be written in the space provided on the Examination document
 - Questions are based on course readings, lectures, class discussions, and associated additional UM Learn resources from across the main themes of the course
- **YOU MUST BRING PHOTO ID TO THE FINAL EXAMINATION!**

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 normally have notes available for students and does not normally provide the lecture slides.* The instructor will answer questions via email (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 the Midterm 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 Student 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! – Do so 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 UM 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 Content/Course Introduction and Key Documents**, 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 date /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, time and location on campus 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 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 must 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

Academic Integrity / Misconduct

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>).

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.***

Any suspected use of AI tools in student work in this course will trigger an Academic Misconduct allegation and investigation.

(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, and F-grade in a course, to academic suspension.

GEOG/ENVR 3890 A01 Course Schedule – Fall 2025

Dates are as intended; some adjustments may need to be made over time

Dates	Topics	Required Readings
<p>Week 1 Class Intro & Welcome Sept. 3 & 5</p>	<p>Course outline review, Notetaking tips Class Agreement</p>	<p>Check the course UM Learn site to find all Course Documents & Required Readings</p>
<p>Week 2 Sept. 8, 10 & 12</p>	<p>Health, Wellness ... And Geography?</p>	<p>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. <u>Health & Place</u>. 55: 177-187.</p> <p>Holt, E., Lombard, Q., Best, N. Smiley-Smith, S. & J. Quinn (2019) Active and passive use of green space, health, and wellbeing amongst university students. <u>International Journal of Environmental Research and Public Health</u>. 16: 424.</p>
<p>Week 3 Sept. 15, 17 & 19</p>	<p>Therapeutic Landscapes 1: Home and Nature</p>	<p>Bell, S.I., et al (2015) Seeking everyday wellbeing: the coast as a therapeutic landscape. <u>Social Science & Medicine</u>. 142: 56-67.</p> <p>Wood, N., and D. Martin (2020) "I'm a foreigner there": landscape, wellbeing and the geographies of home. <u>Health and Place</u>. 62: 102274.</p> <p>Doughty, K., Hu, H. and J. Smit (2022) Therapeutic landscapes during the Covid-19 pandemic: increased and intensified interactions with nature. <u>Social & Cultural Geography</u>. DOI:10.1080/14649365.2022.2052168</p>

<p>Week 4 Sept. 22, 24 & 26</p>	<p>Therapeutic Landscapes 2: Unconventional Environments</p>	<p>Finlay, J. (2018) 'Walk like a penguin': Older Minnesotans' experiences of (non) therapeutic white space. <u>Social Science & Medicine</u>. 198: 77-84.</p> <p>Wang, K., Q. Cui and H. Xu (2018) Desert as therapeutic space: cultural interpretation of embodied experience in sand therapy in Xinjiang, China. <u>Health & Place</u>. 53: 173-181.</p> <p>Finlay, J. et al (2020) Fast-food for thought: Retail food environments as resources for cognitive health and wellbeing among aging Americans. <u>Health and Place</u>. 64: 1-9.</p>
<p>Week 5 Sept 29, Oct. 1 & 3</p> <p>Sept 30 National Day for Truth & Reconciliation</p>	<p>Therapeutic Landscapes 3: Sacred Landscapes</p>	<p>Agyekum and Newbold (2016) Religion/spirituality, therapeutic landscapes and immigrant mental wellbeing amongst African immigrants to Canada. <u>Mental Health, Religion, and Culture</u>. 19(7): 674-685.</p> <p>Slack, C. (2023) Finding peace at the Chalice Well, Glastonbury: An exploration of folklore, belief, landscape, and sacred water at a British holy well. <u>Peace Review: A Journal of Social Justice</u>. 35, 283-295.</p>
<p>Week 6 Oct. 6, 8 & 10</p>	<p>Nature & Health Promotion 1</p>	<p>Farkic, J., Isailovic, G. & S. Taylor (2021) Forest bathing as a mindful tourism practice. <u>Annals of Tourism Research Empirical Insights</u>. 2: 100028.</p> <p>McEwan, K., Potter, V., Kotera, Y., Jackson, J., & S. Greaves (2022) 'This is what the colour green smells like!': Urban forest bathing improved adolescent nature connection and wellbeing. <u>International Journal of</u></p>

		<p><u>Environmental Research and Public Health</u>. 19: 15594.</p> <p>Gittens et al (2023) ‘You don’t have to perform for the trees’: The longer-term effects of nature-based interventions on wellbeing. <u>Wellbeing, Space & Society</u>. 5, 100160</p>
<p>Week 7 Oct 13 – Thanksgiving Holiday – No Class Oct. 15 & 17</p>	<p>Nature & Health Promotion 2: Wellness Tourism</p> <p>OCT. 15 Information Literacy Session with Corser du Pont, UM Libraries</p>	<p>Smith, M.K. and A. Diekmann (2017) Tourism and wellbeing. <u>Annals of Tourism Research</u>. 66: 1-13.</p> <p>Dillette, A.K., Douglas, A.C. and C. Andrzejewski (2021) Dimensions of holistic wellness as a result of international wellness tourism experiences. <u>Current Issues in Tourism</u>. 24(6): 794-810.</p>
<p>Week 8 Oct. 20, 22 & 24</p>	<p>MIDTERM TEST OCT. 24</p> <p>Nature & Health Promotion 3: Nature-based education</p>	<p>Danielski et al (2022) Effects of green plants on the indoor environment and wellbeing in classrooms – A case study in a Swedish school. <u>Sustainability</u>. 14, 3777.</p> <p>Puk, P. (2024) Nurturing embodied experience: risk-tolerant parental attitudes towards nature-based children’s learning. <u>Education 3-13: International Journal of Primary, Elementary and Early Years Education</u>. 51-2, 200-211.</p>

<p>Week 9 Oct. 27, 29 & 31</p>	<p>Place, Wellness & Mental Health 1</p>	<p>Herron et al (2020) 'Talk about it': changing masculinities and mental health in rural places? <u>Social Science & Medicine</u>. 258: 113099.</p> <p>Lomas et al (2021) Experiences of place attachment and mental wellbeing in the context of urban regeneration. <u>Health & Place</u>. 70. 102604</p> <p>Nightingale, E. & C. Richmond (2022) Reclaiming land, identity and mental wellness in Biigtigong Nishnaabeg Territory. <u>International Journal of Environmental Research and Public Health</u>. 19. 7285\</p>
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<p>Week 10 Nov. 3, 5 & 7</p>	<p>Place, Wellness & Mental Health 2: Environmental Anxiety & Ecological Grief A</p>	<p>Cunsolo, A. and Ellis (2018) Ecological grief as a mental health response to climate change-related loss. <u>Nature Climate Change</u>. 8:295-281.</p> <p>Pihkala, P. (2024) Ecological sorrow: Types of grief and loss in ecological grief. <u>Sustainability</u>. 16. 849.</p>
<p>FALL TERM BREAK Nov 10-14, 2025 Remembrance Day, Nov 11</p>		<p>Catch up on Required Readings. Work on your Persuasive Research Paper and Oral Presentation.</p>
<p>Week 11 Nov 17, 19 & 21</p> <p>Nov 18, Voluntary Withdrawal (VW) Deadline</p>	<p>Place, Wellness & Mental Health 2: Environmental Anxiety & Ecological Grief B</p>	<p>Crossley, E. (2020) Ecological grief generates desire for environmental healing in tourism after COVID-19. <u>Tourism Geographies</u>. 22(3): 536-546.</p> <p>Anneser, E., Levine, P., Lane, K., and L. Corlin (2024) Climate stress and anxiety, environmental context, and civic engagement. <u>Journal of Environmental Psychology</u>. 93: 102220.</p>
<p>Weeks 12 & 13 Nov 24, 26 & 28 Dec 1, 3 & 5</p> <p>Dec 8</p>	<p>Oral Presentations</p> <p>Dec 5: Research Papers Due (UML folder)</p> <p>Last Class Day</p>	<p>If needed, Oral Presentations may also happen on Dec 8. (Depends on class size)</p> <p>Any loose ends ;)</p>

<p>Final Exam Period Dec 9-20, 2025</p>	<p>Scheduled by the Registrar's Office. Dates, times and locations announced in November.</p>	
<p>University Holiday Closure Dec 24, 2025-Jan. 1, 2026</p>	<p>The University is closed. All services and activities do not resume until Jan. 2/26</p>	