

SCHOOL OF GEOGRAPHY AND EARTH SCIENCES

GEOG 2HI3

Geographies of Death and Disease

Course Outline 2018– Term 2

Instructor: Dr. Allison Williams
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Teaching Assistants: TBD
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Lectures: TBD

Course Objectives:

1. Understand the key concepts in population and medical/health geography
2. Apply the concepts in real world case studies
3. Discover the linkages between disease, population, economy, politics and culture and the consequences for health and illness of human activities
4. Examine the differences related to level of economic development and historical period with respect to disease and mortality
5. Participate in discussions on topics relating to population, health and disease in lab settings
6. Skills gained in this course are similar to those from any SGES course [see SGES website]

Course Outline: TBD

Required Text: Anthamatten, P. & Hazen, H. 2011. *An Introduction to the Geography of Health*. New York: Routledge/Taylor & Francis Group.

You are able to purchase/access the ebook at the following URL:
<https://www.vitalsource.com/products/an-introduction-to-the-geography-of-health-peter-anthamatten-v9781135999339>

Evaluation

Mid-term Examination	20% (in class; date TBD)
Tutorial work	50% (TBD)
Final Examination	30% (TBD)
Total Marks:	100%

Tutorial work must be handed in to your TA on or before the date in which it is due, as specified on the assignment sheet. **There is no mailbox for this course.** If work is submitted late, it will be penalised by removing 10% per day late from the assessed mark. Missed work without an explanatory note signed by a third party (e.g. doctor) will be given the mark of zero. A make-up Mid-term Examination will be made available within 2 weeks of the course Mid-term date for those presenting the required documentation; the Mid-term can not be added cumulatively to the Final Examination.

Lecture Schedule

1. Introduction
2. What are population and medical geography?
3. The Impact of Time on Populations and their Health
4. Relating Population, Mortality and Society
5. Ecology and Human Activities
6. Causes of Death
7. Death and Disease in the Past
8. Infectious disease
9. Diseases of affluence
10. Environment and disease
11. Understanding and managing death and disease
12. Course summary

Academic Dishonesty:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at

<http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf>

The following illustrates three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and

communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Tutorial Work (50%)

Participation 20% [engagement in discussion (10%) and peer-evaluations (10%)]

Presentation 15% (graded equally by TA & peers via peer-assessment form – see below)

Short Report 15% (see description below)

Short report: Points of Information & Evaluation Scheme (15%)

Please note the short report is an individual assignment and ideally should be written well ahead of the presentation, as it should work as the basis/foundation for the collaborative work required between you and your tutorial presentation partner. Please do not hesitate to consult with your TA regarding this assignment.

The short report is an opportunity for you to become a tutorial 'expert' in one substantive topic (see list below). In the short report, you are encouraged to:

1. use an ecological framework to highlight the topic, being sure to address the linkages between environment, population, economy, politics and culture (as they apply)
2. highlight the significance of geography
3. employ case study(s) for illustration
4. suggest SOLUTIONS to better manage or alleviate the problem (i.e. government policy or program responses)
5. pay attention to your writing style and presentation/references

It is best to begin your short report with at least a paragraph to communicate a general understanding of the issue, which introduces the reader to its significance and relevance. The extent and the scale/geography are defined by the available literature on your chosen topic, or the literature that is of most interest to you.

Due the same day as the presentation:

- Approximately 10 -12 written pages (typed, double-spaced)
- Requires at least 5 current (2011 -2016) peer-reviewed research papers read and referenced

Short Report Evaluation Form (15%)

Student Name: _____

Title: _____

DATE: _____

1. Use of an ecological framework, being sure to address the linkages between environment, population, economy, politics and culture (as they apply) /5

Comments: _____

2. Spatial/geographical perspective highlighted /3

Comments: _____

3. Use of Case Study(s) /2

Comments: _____

4. Discussion of Strategies/Solutions to better manage or alleviate the problem /3

Comments: _____

5. Presentation, writing style and references (minimum of 5) /2

Comments: _____

Student Presentation Evaluation Form (15%)

Evaluator's Name: _____

Name of Presenter(s): _____

Title: _____

DATE: _____

1. Substantive content [current, reputedly referenced (minimum of 5)] /5

Comments: _____

2. Spatial/geographical perspective highlighted /3

Comments: _____

3. Engaging presentation, where Solutions are discussed /2

Comments: _____

4. Active Learning opportunities /3

Comments: _____

5. Timing (20 minutes plus 5 minutes for questions/discussion) /2

Comments: _____

TOTAL: /15

At the first Tutorial meeting, students will be asked to rank their top 5 topics from the following list for their individually graded Short Report and Tutorial Presentation. Following the Tutorial, the TA will post or e-mail students their topic:

Presentation Topics: 20-minute paired presentations will be made to the tutorial on one of the following public health issues, framed within an ecological framework:

1. Cancer
2. Zika
3. Obesity epidemic
4. Food security
5. Ebola
6. Fentanyl
7. Food Deserts
8. Smoking
9. Dementia
10. Depression
11. Gambling Addictions
12. Gun violence
13. Drinking water quality
14. Heart disease
15. Climate change

MORE TO BE ADDED