

SCHOOL OF GEOGRAPHY AND EARTH SCIENCES

GEOG 2HI3

Geographies of Death and Disease

Course Outline 2016– Term 2

Instructor: Dr. Allison Williams

Teaching Assistants: TBA

Office: General Science Building 209

Office Hours: Thursdays & Fridays 9:30-10:30am or by appointment

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Lectures

Thursdays & Fridays from 8:30-9:20am in HSC 1A1

Labs

1.	We	10:30	11:20	2	TSH B129
2.	Mo	12:30	13:20	2	BSB/238A
3.	Mo	14:30	15:20	2	TSH B129
4.	Mo	12:30	13:20	2	TSH B129
5.	Tu	14:30	15:20	2	TSH B129
6.	Mo	11:30	12:20	2	TSH B129
7.	Tu	09:30	10:20	2	TSH B129

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]

Required Text: McMichael, T. 2001. *Human Frontiers, Environments and Disease*. Cambridge University Press.

Evaluation

Mid-term Examination	20% (in class: Friday Feb. 26)
Tutorial work	40% (see below)
Final Examination	40% (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 cannot be added cumulatively to the Final Examination.

Lecture Schedule

1. Introduction
2. What are population and medical/health 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 (40%)

Participation 10% [engagement in: discussions (5%); peer-evaluation (5%)]

Presentation 15% (in groups of one or two, graded equally by TA & peers – see below)

Short Report 15% (written individually, see description below)

Short report: Points of Information & Evaluation Scheme

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 studies for illustration
4. suggest strategies 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 -15 written pages (typed, double-spaced)
- Requires at least 5 current (2010 -2015) peer-reviewed research papers read and referenced

Short Report Evaluation Form

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 Studies /2

Comments: _____

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

Comments: _____

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

Comments: _____

TOTAL: /15

Student Presentation Evaluation Form

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 /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 3 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, co-presenter and the date of the presentation/submission of the short report.

Topics: In addition to individually writing a short report, pairs of students will make a 25-minute presentation to the tutorial on one of the following issues:

1. Air Pollution
2. Asbestos
3. Obesity epidemic
4. Food security
5. Heavy metals
6. Fukushima (Japan) disaster
7. Food Deserts
8. Inuit in Remote Communities
9. Smoking Prevalence
10. Homelessness
12. Mental health
13. Gambling Addictions (i.e. video lottery terminals)
14. Food quality
15. Drinking water quality
16. Diabetes
23. Heart disease
25. Climate change (i.e. heat waves)
26. Light Pollution
27. Skin Cancer
28. Transportation accidents/injuries
29. Workplace accidents/injuries
30. Ebola
31. Vaccination/Immunization