

**GEOG 303 HEALTH GEOGRAPHY**  
**Winter 2017**

**Number of Credits:** 3  
**Course schedule:** Mondays and Wednesday from 13:05-14:25  
**Course: Location:** Rutherford Physics Building, Room 118

**Instructor:** Professor Mylene Riva  
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**Teaching Assistants, available by appointment** (Please indicate GEOG 303 in email subject):  
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**We have space on McGill's on-line course management system – MyCourses. From time to time, postings of relevant websites and other electronic material and notices will be placed on our MyCourses. Please check MyCourses regularly.**

**Course Prerequisite:** One of the following: GEOG 201, GEOG 203, GEOG 210, GEOG 216, GEOG 217; or permission of instructor.

**Course overview:** There is increasing consensus around the idea that health is not just an expression of individual characteristics but an interaction between the characteristics of the individual and the environments, both physical and social, to which one is exposed over a lifetime of daily living and working. This course is an introduction to the field of the health geography which considers health and health care issues from environmental and spatial perspectives. The course begins with an overview of the types of research questions traditionally studied by health geographers. Subsequent lectures will emphasize the methods of geographic inquiry into health and health care delivery including details of health measurement at the individual and ecological scales and basic epidemiologic research design. A particular emphasis will be placed on the patterning of health inequalities at the community, metropolitan, regional, nation state and global scales.

**Learning Outcomes:** By the end of this course students should be competent in the synthesis of introductory conceptual approaches to health geography and will have a knowledge base in contemporary research questions related to health and health care issues that are understood from a spatial perspective. Students will gain skills in health measurement and epidemiologic research design and will gain written presentation experience.

**Instructional Method:** Lectures and applied assigned work.

**Required texts:**

- Gatrell AC. and Elliott SJ. Geographies of Health: An Introduction. 3rd ed. John Wiley and Sons Ltd. UK. 2015
- Farmer P. Infections and Inequalities: The Modern Plagues. University of California Press. 2002. [Read this leisurely throughout the course like you would a piece of fiction.]
- Other readings posted on MyCourses.

**Course Content and Required Readings 2017 – Midterm Date Firm, Other Dates Subject to Change Please Stay Up-to-Date with MyCourses**

<b>DATE</b>	<b>TOPIC</b>	<b>Readings</b> <i>(optional readings in italics)</i>	<b>Assignments</b>
Jan 4	<b>Introduction to the Course</b>		
Jan 9	<b>The Questions of the Health Geographer</b>	<ul style="list-style-type: none"> <li>• Gatrell &amp; Elliott Chapter 1</li> <li>• <i>Dummer (2008) Health geography supporting public health policy and planning. (MyCourses)</i></li> </ul>	
Jan 11	<b>Conceptualizing Health</b>	<ul style="list-style-type: none"> <li>• Rootman and Raeburn (1994) The concept of health. (MyCourses)</li> <li>• Smith (1981) Black lung: The social production of disease. (MyCourses)</li> </ul>	
Jan 16	<b>Explaining Health Geographies</b>	<ul style="list-style-type: none"> <li>• Gatrell &amp; Elliott Chapter 2</li> </ul>	
Jan 18	<b>Measurement and Research Design 1</b>	<ul style="list-style-type: none"> <li>• Gatrell &amp; Elliott Chapters 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment 1 Posted</b></li> </ul>
Jan 23	<b>Measurement and Research Design 2</b>		
Jan 25	<b>Measurement and Research Design 3. Access to Health and Social Data at McGill</b>		
Jan 30	<b>Health Inequalities 1: Global and National Health Inequalities</b>	<ul style="list-style-type: none"> <li>• Gatrell &amp; Elliott Chapter 5</li> <li>• Selections from the 2013 Lancet Global Burden of Disease Study (<a href="http://thelancet.com/gbd">http://thelancet.com/gbd</a>)</li> </ul>	
Feb 1	<b>Health Inequalities 2: Neighborhoods and Health</b>	<ul style="list-style-type: none"> <li>• Gatrell &amp; Elliott Chapter 6</li> </ul>	
Feb 6	<b>Socio-Economic Environment and Health-Related Behaviors (Smoking)</b>	<ul style="list-style-type: none"> <li>• Marmot and Wilkinson (2006) Social patterning of individual health behaviours: the case of cigarette smoking. (MyCourses)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment 1 Due</b> at Beginning of Class – <u>no exceptions</u></li> <li>• <b>Assignment 2 Posted</b></li> </ul>
Feb 8	<b>Social Environment: Social Capital and Psychosocial Health</b>	<ul style="list-style-type: none"> <li>• Carpiano (2006) Toward a neighborhood resource-based theory of social capital for health.</li> <li>• <i>Hertzman (2010) The social geography of developmental health in the early years. (MyCourses)</i></li> </ul>	
Feb 13	<b>Review for Mid-Term Exam</b>		
Feb 15	<b>**MIDTERM EXAM DURING CLASS TIME**</b>		
Feb 20	<b>Built environment 1. Urban Design, Diet, Physical Activity and Obesity</b>	<ul style="list-style-type: none"> <li>• Reading will be uploaded on MyCourses ahead of lecture. (MyCourses)</li> </ul>	

Feb 22	<b>Built Environment 2. Housing</b>	<ul style="list-style-type: none"> <li>Dunn (2000). Housing and health inequalities: review and prospects for research. (MyCourses)</li> </ul>	<ul style="list-style-type: none"> <li><b>Assignment 2 Due</b> at Beginning of Class – <u>no exceptions</u></li> <li><b>Assignment 3 Posted</b></li> </ul>
Feb 27- Mar 3	READING WEEK - NO CLASSES		
Mar 6	<b>Systems of Care</b>	<ul style="list-style-type: none"> <li>Gatrell &amp; Elliott Chapter 7</li> </ul>	
Mar 8	<b>Inequalities in the Utilization of Health Services</b>	<ul style="list-style-type: none"> <li>Gatrell &amp; Elliott Chapter 8</li> </ul>	
Mar 13	<b>Aging and Health</b>	<ul style="list-style-type: none"> <li>Gatrell &amp; Elliott Chapter 9</li> <li><i>Wiles et al. (2012) The meaning of “aging in place” to older people (MyCourses)</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Assignment 3 Due</b> at Beginning of Class – <u>no exceptions</u></li> </ul>
Mar 15	<b>Income Inequality as a Determinant of Health</b>	<ul style="list-style-type: none"> <li>Ross NA et al. (2000) Relation between income inequality and mortality in Canada and in the United States. (MyCourses)</li> </ul>	
Mar 20	<b>Rural Health</b>	<ul style="list-style-type: none"> <li>Skinner et al (2014) Growing old in resource communities: Exploring the links among voluntarism, aging, and community development. (MyCourses)</li> </ul>	
Mar 22	<b>Indigenous People’s Health</b>	<ul style="list-style-type: none"> <li>Richmond &amp; Ross (2009). The determinants of First Nation and Inuit health: A critical population health approach</li> </ul>	
Mar 27	<b>Migration and Health</b>	<ul style="list-style-type: none"> <li>Gatrell &amp; Elliott Chapter 10</li> </ul>	
Mar 29	<b>Infections and Inequalities 1</b>	<ul style="list-style-type: none"> <li>Discussion of Farmer’s book Infections and Inequalities</li> </ul>	
Apr 3	<b>Infections and Inequalities 2</b>	<ul style="list-style-type: none"> <li>Discussion of Farmer’s book Infections and Inequalities (continued)</li> </ul>	
Apr 5	<b>Group Working Session</b>		
Apr 10	<b>Review for Final Exam</b>		<ul style="list-style-type: none"> <li><b>Final Paper Due</b> at Beginning of Class – <u>no exceptions</u></li> </ul>

## Course Evaluation

	Due date	% Final Grade
<b>Assignments</b>		
• Assignment 1: Measuring Health	Feb 6, 2017	10%
• Assignment 2: Geographic Variations in Health Status	Feb 22, 2017	10%
• Assignment 3: Group Term Paper Proposal with Annotated Bibliography	Mar 13, 2017	5%
• Group Project	Apr 10, 2017	15%
<b>Exams</b>		
• Midterm - In Class	Feb 15, 2017	25%
• Final Exam	During the formal exam period	35%

## Late Policy

Illness or family misfortune can happen to anyone and both are legitimate reasons for extensions on assignments or the postponement of exams. Please advise the instructor in advance of an assignment due date or exam whenever possible to make suitable arrangements and provide supporting documentation. All assignments are due at the beginning of class (no exception) and will otherwise be assessed as late at 10% per day (including weekends).

## Statement of Academic Integrity

Academic integrity is important. Anything that undermines the evaluation process at McGill undermines the value of our degrees.

McGill's Code of Student Conduct and Disciplinary Procedures appears in the Handbook on Student Rights and Responsibilities Article 15(a) of the Code, which is devoted to plagiarism, reads as follows:

No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted.

J. Raymond Hendrickson, in his book *The Research Paper* (Henry Holt and Company, New York, 1957), suggests the following guidelines for avoiding plagiarism:

- When writing a paper try to use your own words the majority of the time.
- When you do use another person's words, use quotation marks and give credit to the source, either within the text or in a footnote.
- Don't make slight variations in the language and then fail to give credit to the source. If the expression is essentially the same, the author still deserves credit.
- Even if you aren't directly quoting the material, you should still document information and ideas that you use in your paper whenever they are new to you (i.e., something that you discovered in your research).
- If you're unsure, add the footnote or citation. It is better to be extra cautious than not give credit when you should.

These rules concern information obtained from any source (e.g., books, journal articles, the Internet, other students) and apply to any written submission (term papers, essays, assignments, take-home exams and lab reports).

Remember that, according to McGill's Code of Student Conduct and Disciplinary Procedures, plagiarism is an academic offence. Students who are found violating the Code will be reported to the Associate Dean, and appropriate action will be taken.

Source: <http://www.mcgill.ca/integrity/studentguide> (July 16, 2003)

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures; for more information, see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/).

L'Université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

### **Right to Submit in English or French Written Work that is to be Graded**

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).