
HGP 343: HEALTH, SPACE & PLACE COURSE SYLLABUS ~ FALL, 2018

INSTRUCTOR

Kate Patterson

Email: TBD

Office: TBD

Office Hours: TBD

Class time: T, TH, 11:00-12:20pm

Location: Tory 3-92

Website: eClass

COURSE DESCRIPTION

Geographic research on health and disease, including environmental, social, individual and institutional factors. Prerequisites: EAS 192 or HGP 100, and any one EAS 29X or HGP 2XX course. Not available to students with credit in EAS 395.

COURSE OVERVIEW

This course serves as an introduction to the geographic sub-discipline of health geography. The role of place and space have been given more focus with the development of public and global health as research disciplines, and furthered by globalization and urbanization research. Health geography has been closely linked with the critical, holistic and methodological approaches of human geography. Place, it can be argued, is the dominant component of geographical research. Health geography incorporates localities (geographical based factors), landscapes (combination of the perceived and built environment) and multilevel (quantitative assessment of health and place at different scales) approaches into its analysis of place. In health geography health is viewed as more than the absence of disease, but rather the realization of human potential. The concepts of place and health have been combined to create a more holistic positive goal of well-being. In this course students will be introduced to Public Health, social determinants of health, geographic research methods and how wellbeing and place interact. Throughout the semester we will utilize the discipline of health geography to examine health topics critically. Students will be encouraged to ask questions, engage in discussions and actively participate in class discussions.

Objectives

Upon completion of this course, students will be able to:

- Define and identify health, wellbeing, and the social, environmental and ecological determinants of health
- Understand how place and space have a critical role in health and wellbeing
- Identify and describe the dominant frameworks and theories in health geography
- Critically assess health geography research
- Write an effective policy memo for a public health agency
- Gain confidence in using and understanding evidence-based research to formulate and articulate ideas, arguments and opinions both in writing and orally.

COURSE EVALUATION

Assessment	Weight	Due Date
Papers (45%)		
Critical review	10%	Sept. 27 th
Policy Memo	15%	October 11 th
Annotated Bibliography	20%	November 22 nd
Presentations (20%)		
Pecha Kucha	20%	Various
Exams (35%)		
Final Exam	35%	TBA

Grading

All assessments will be given a numerical score, with the maximum possible score for each assessment equal to its weighing in the course (e.g. The Critical Review will be marked out of 10; the Final exam will be marked out of 35).

At the end of the course, a cumulative mark out of 100 will be calculated based on these scores. This mark will then be converted into a letter grade, based on the scale below.

Because this scale is determined in advance, absolute achievement will determine the letter grade band. Specific grades *within* each band (e.g. B+ versus B) will be based on (a) natural breaks in the mark distribution, and (b) relative standing in this class.

In the recent past, the median grade in this class has varied between B and B-, and the mean GPA has been in the range of 2.6-2.9 out of 4.

Letter Grade Band	Cumulative mark (/100)
A - grades	80.0 and above
B - grades	70.0-79.5
C - grades	60.0-69.6
D - grades	49.5-59.5
F	0-49.5

READING MATERIAL

See the *Reading List* for details and links. There is no textbook for this course.

DESCRIPTION OF ASSESSMENTS

Papers

Critical review (10%) - Critically appraise a health geography paper and comment on the strengths and weaknesses.

Policy Memo (15%) - Write a policy memo on a topic of your choice from the course outline. Examples and advice on writing a policy memo will be posted on the course website.

Annotated Bibliography (20%) – Create a list of resources (books, journal articles, grey literature, videos) on a health geography topic of your choice (a minimum of 20 items). For each item of the list you will write a description and evaluate the piece.

Presentation

PechaKucha (20%) A structured, illustrated presentation to the class on an issue directly relevant to the public health challenge. See <http://www.pechakucha.org/> for information on this format.

Note: Students will sign up for a one day, and in so doing commit to researching and presenting on a topic of their choice inline with the theme of the week and with the approval of the instructor. Send in your proposed presentation topic *at least 1 week* prior to your presentation day for approval.

Exam

Final Exam (35%). This exam will consist of short and long answer questions and will cover the entirety of the course (cumulative). The tentative date for your final exam is Friday, 14th December starting at 9:00am Please refer to the final exam schedule for time and date. Representative evaluative material (practice questions) for the final exam will be made available on eClass.

Deferrals & Extensions, etc.

Missed Quizzes / Mid-term Exam / Report.

A student who cannot write a quiz or mid-term can apply to the Instructor for a deferral. Similarly, a student who cannot complete the report on time can apply for an extension. Contact the Instructor in-person or via email to request a deferral/extension and explain why this is necessary.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the [Code of Student Behaviour](#).

Missed Final Examination.

For information on how to apply for a deferred exam see ["I Missed my Final Exam, Now What?"](#)

ACADEMIC INTEGRITY

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

All forms of dishonesty are unacceptable. Cheating, plagiarism or misrepresentation are serious offenses. Anyone who engages in these practices will receive a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. Any offense will be reported to the appropriate Dean, who will determine the disciplinary action to be taken.

Typical sanctions for serious violations of the *Code* have included disciplinary grade reductions, disciplinary failing grades, suspension or permanent expulsion from the University.

COURSE POLICIES

In-Class Behaviour

Students are expected to be prepared for class. All students are required to treat everyone with respect (instructors, guest lecturers, other students).

Instructions for Written Work

A high quality of written work is expected. Grammar, punctuation, spelling, and coherence are required for success on all assignments. Failure to meet these criteria will be reflected in the grade. Work submitted that does not follow the assignment instructions, is of poor quality, or does not reference properly is likely to fail.

Specific guidelines for reports are as follows:

Word limits: Please follow the word limits for all assignments. Word limits will be **enforced** on the **Policy Memo** (- 10%). Do not count reference lists, appendices or footnotes.

Font: One of the following Cambria, Calibri, Times New Roman, Arial, or Garamond.

Font size: 12 point.

Spacing: 1.5

Quotations: follow APA guidelines.

Page #s: Include

Referencing: There is no universal referencing style within human geography. For this course, use the APA referencing style. See the [Quick Guide](#).

Penalty for Late Submission of Reports

If reports are submitted after the stated deadline, and without an extension having been granted, the following penalty shall apply: 20% per day or part thereof. Days include weekends. Work more than four days late cannot be accepted, as it will receive a mark of zero.

Questions & Appeals

This course follows the Faculty of Arts' [Grade Appeals Procedure](#). It sets out four possible grounds for an appeal (errors in calculation; procedural errors; failure to consider all relevant factors; bias or discrimination) and also states what grounds are not permissible (disliking the instructor's marking scheme; coming close to the

instructor's cut-off point for a higher grade; disagreeing with the instructor's judgment about the quality of submitted work).

It also states the grade appeal route: the appeal must first be made to the instructor. If the issue cannot be resolved at this level, it is elevated to the Department Chair or designate.

If you have an issue regarding the grading of a report or examination, contact the instructor in writing (via email) outlining your concerns. If you are appealing the grade, you must identify which of the four possible grounds (see above) apply. There is *no* right to resubmit work in the event you are disappointed with it and/or the associated grade. Also, there is *no* opportunity to replace the grade or redistribute the weights.

Phones & Other Devices

Phones and devices must not make any noise during class. 'Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).'

RESOURCES

Accessibility Services

<https://www.ualberta.ca/current-students/student-accessibility-services/>

The University of Alberta aims to create an accessible, inclusive and universal experience for Students and Staff on campus. Students who require accommodation in this course are advised to discuss their needs with Student Accessibility Services.

Writing assistance

<https://www.ualberta.ca/current-students/centre-for-writers/>

The Centre for writers offers one-on-one writing support both in person and online. They also have workshops and writing groups to further strengthen writing skills.

Academic Success Centre

<https://www.ualberta.ca/current-students/academic-success-centre>

The centre offers a broad range of services and provides professional academic support through programs, workshops, one-on-one meetings and online courses.

Counseling services

<https://www.ualberta.ca/current-students/counselling>

Counseling services offers individual and group sessions to support students to improve their personal, social and academic wellbeing.

University Health Centre

<https://www.ualberta.ca/services/health-centre>

Student Health Services offers a variety of health care services on campus, including primary health care, a walk-in clinic, and travel and nutrition consultations.

“Policy about course outlines can be found in [§23.4\(2\)](#) of the University Calendar”