

- *B*

from the peer reviewed literature.). Your literature review paper topics must be cleared with me beforehand. The review should use **APA v6.0 format** and have: an introduction, body and conclusion section with clear headings and subheadings throughout. Each literature review paper should have a title page, with the course number, paper title, student name, id, date and running head and should be paginated and have a Reference section at the end. These papers can be submitted electronically. The intent of the literature review is not to review single articles one after another, but to review and synthesize the main points of articles under several, logical and meaningful subheadings. I can help you with this if you are struggling. This assignment is due **February 25**. Marks will be based on the quality of the writing, literature cited, conclusions, organization and logical flow throughout and appearance.

Assignment 3a and 3b. Major papers. (Draft 1 - 25% and Draft 2 and presentation - 25%)

Students are responsible for developing a major paper in this course on a subject that should address an important social problem that draws on the literature you gathered from your review. Papers should be 12-15 pages in length (double-spaced and double-sided, and 12 point font (not including references (All papers should use **APA v6.0 format**)). Each paper should have a title page, with the course number, paper title, student name, id, date and running head. These papers can be submitted electronically.

The basic structure/format of these papers/case study reports requires 5 sections = introduction, background literature, data/evidence/findings, conclusions and references). Students will be marked on the basis of clarity (clear purpose statement and sectioning), logical flow, grammar, sentence structure, coherence, quality of data and quality of argument/conclusions. You will have one opportunity to receive feedback on your first draft and then re-submit your paper (draft 2). We will take time in class between draft 1 and draft 2 to discuss your case study, issues and results in the group prior to the final submission. For the final paper, you will be required to write an additional 1-2 pages (double-sided) to summarize how you have improved the paper. In addition, you should add between 3-5 new references to the final paper between time 1 and time 2.

Draft 1: Due March 17th.

Draft 1: Returned by March 24th

Draft 2: Presentations March 31st

Draft 2: Final due April 4th.

COLLEGIALITY:

Our class is meant to be a safe learning environment for exploring and expressing ideas and opinions, as well as engaging in critical, academic discussion.

DUE DATES:

Extensions will only be granted under exceptional circumstances (e.g. documented medical evidence/notes from physicians). Late assignments will result in a grade reduction on the assignment of (at minimum) **5%** per day.

ACADEMIC INTEGRITY:

It is the students' responsibility to understand that plagiarism is refers to misrepresenting someone else's work as your own and will not be tolerated. Please refer to UVic policy: *The University of Victoria's Policy on Academic Integrity* found at <http://web.uvic.ca/calendar2006/FACS /UnIn/UARe/PoAcl.html> will guide our grading of your

work. Plagiarism detection software program to detect plagiarism in essays, term papers and other assignments may be used in this course.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Mark Assignments

	Mark	Grade	GP Value	Mark	Grade	GP Value	Mark	Grade
90-100	A+	9	77-79	B+	6	65-69	C+	3
85-89	A	8	73-76	B	5	60-64	C	2
80-84	A-	7	70-72	B-	4	50-59	D	1
						<50	F	Fail

Weekly Schedule and Readings

Date	Topic	Readings
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** Note: articles that are asterisked are highly recommended readings.*

Students are expected to do readings for each week prior to class.

Jan 4 M	<p>Section 1. Introduction to course. Review syllabus. Review Course Assignments and deadlines. <i>Key questions or concepts:</i></p> <ul style="list-style-type: none"> <i>How do we define place, space and health? What is the relationship between them? How do place and space influence our personal health and well-being (i.e., social, emotional and spiritual health)?</i> <i>Scales of understanding</i> 	
Jan 7	<p>Introduction to core concepts <i>Key questions or concepts:</i></p> <ul style="list-style-type: none"> Health inequalities Social justice Identity Equity, equality and accessibility Exercise: ethics, values and motivations, mandala of health. 	Kearns & Collins 2010* Dorling et al 2009* Pacione 2009
Jan 11 M	<p>Intro to core concepts (final)</p> <ul style="list-style-type: none"> Data, models, theories (disease ecology, determinants of health, lifecourse, therapeutic landscapes) should we use to study health and place, space and healing (quantitative vs qualitative, geomatics, epidemiology to narrative analysis)? 	Dorn et al. 2010* Marmot and Allen, 2014

Jan 14	<p>Section 2. Micro-scale studies of health and place: Identity, mental health, stress, emotions, and embodied geographies <i>Key questions:</i> How is mental health influenced by place? How do issues of health and illness, wellness and disease relate to mental health? What are the most prevalent mental health conditions in contemporary society? Through what mechanisms does geography influence mental health? (stress, addictions, bullying, etc.). How do external influences like peers, family, the media, influence our emotional well-being? <i>(stress, vulnerability and resilience, mental health)</i> *Discuss Visual Essay Assignment Criteria</p>	<p>Curtis, 2010, Ch. 7* Davidson & Milligan 2004*</p>
Jan 18 M	<p>Guest Lecture: Dr. Michael Hayes Medical and Health Geography: Past, present and future <i>Key questions:</i> What are the distinctions and history around medical and health geography? To what degree do they overlap or retain distinctiv d oo</p>	

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health in BC? What priorities have they developed? Are they actionable?
Are the priorities for BCers the same as for Victorians?

	Syrian Refugees	
Mar 14 M	Health Care in Canada – Romanow and other Reports. Equity and Accessibility	Romanow Report 2002; Read executive summary Cloutier et al., 2006
Mar 17	Paper - Draft 1 Due	Andrews et al. 2010
Mar 21 M	Alternative and Complementary Medicine West vs East: Allopathic vs other forms of medicine <i>Key questions:</i> How do different philosophies/cultures/religions influence the experience of health in different places? What is the relationship between sacred space and health? How does this link to therapeutic landscapes? Infectious disease diffusion	Meade and Earickson, Ch.8 2000 See also Gatrell, 2009
Mar 24	The WHO Healthy Communities Movement • Paper Draft 1 returned to class and class time for discussion	Milligan & Wiles, 2005
Mar 28 M	Technology and health and wellness <i>Key questions:</i> What is the role of technology as either enabling or acting as a barrier to health and wellness in places? What types of technologies and to what effect?	
Mar 31	Student Presentations of Papers	
April 4	Course Summary: Review of learning outcomes and Course Evaluation. Paper Draft 2 due	

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