

GEOG 380
Geographical Patterns of Health
Spring 2016
Dr. Jonathan Mayer

Lecture: Tuesdays and Thursdays, 11:30-12:50 (with a short break), Gowen 301.
Sections: Wednesdays, as listed on your registration schedule. There will be no quiz sections during Week 1 (March 30).

Professor:

Dr. Jonathan D. Mayer,
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Tel: (206) 543-7110, Smith 412-C (Geography).

Office hours: By appointment. Please email both jmayer@uw.edu, and jonathan.d.mayer@gmail.com, and put, in caps, APPOINTMENT in the subject line.

TAs

Our TAs are highly talented experts in their fields. They will be very useful resources in the class.

Maggie Wilson

Email: mmw36@uw.edu

Yolanda Valencia

Email valeny@uw.edu

Articles in addition to the two required books will be emailed to the class list as the quarter proceeds. In addition, all articles will be placed in Canvas. In such a rapidly changing field as public health, epidemiology, and the geography of health and disease, new and revolutionary research is usually released even during a period as short as a quarter. Therefore, you will have the opportunity to read breaking developments in a highly dynamic field.

Accessing the Mailman Archives

As you probably know, the Mailman utility is the proprietary name for software that sets up a listserve, and this is what UW uses. What many students do not realize is that they can explore and search for all of the postings on that account from the entire quarter. This includes attachments such as readings. Thus, if you find that you have not downloaded a recommended (or required) article and cannot find it, your first reaction should be to search for it in the archives. How do you do this?

Simply log into the following:

https://mailman1.u.washington.edu/mailman/private/geog380a_sp16

It will save everybody time if you follow these instructions, and not write to the TAs or me to ask for a resend of readings, presentations, and other information that is covered in the archives. For now, you will also receive Powerpoints and any other relevant information in this manner.

Academic Honesty

I cannot emphasize enough that this is a course where you do not need to memorize information and then “spout” it back. Trying to memorize points in the reading, or in lecture, will not help you in this course, and it may detract from your grade and performance assessments. The only exam in the class is a take-home, open book exam, and you will have 7 days to write approximately 6 pages. Since you can refer to notes, to reading, and to outside sources (*other than conversations about your answers, especially with your classmates), it would be an unwise expenditure of your time trying to memorize.

A word on academic honesty and integrity is in order. We will adhere strictly to the rules of the University of Washington and the academic community in general in prohibiting plagiarism, cheating, and academic dishonesty. The relevant document is found at the end of the syllabus.

Note that on the exam, using the Writing Center is **not ok**. That constitutes receiving assistance from an outside party. **It is fine—in fact, we encourage**—use of the Writing Center on the other assignments if you are having any difficulty with the writing.

Another role for the course staff:

We are all committed to maximizing the welfare of students, and as you know, student life can be very stressful, particularly when trying to balance that with nonacademic issues in your life. In addition, in a group this size, it is possible that a few of you are struggling hard with major psychological issues, family pressures, and life events. All of us are very open if you feel that you need some help. Please come to us before things get horrible, if for no other reason than letting us know that your work for the course may be impacted by these factors. We also respect your privacy and will not pry if it is clear that you want to speak in general terms. Some of the available resources include the Mental Health Clinic, Hall Health; the Counseling Center; UW Psychological Services and Training Center; the ER at UW Medical Center; the Crisis Clinic, and if needed, 911

Requirements:

Grading:

Grades will be based on the following:

Quiz section (10%)

Poster presentation—done in quiz section (30% of total grade)

Research proposal—done in quiz section (30% of total grade)

Take-home end of the quarter essays (30%).

The essays will be emailed to the class list on Monday, May 31, and they will be due by 5 PM on Tuesday, June 7.

Details will be discussed in your first quiz sections. **NO QUIZ SECTIONS DURING WEEK 1** (Wed. March 30).

There are NO makeup assignments, and NO extra credit.

READING:

Everybody is expected to subscribe to ProMED (Program for Monitoring Emerging Diseases) at www.promedmail.org, “subscribe” on the upper left. We will talk about relevant postings.

You should check the first box, or, if you prefer just one or two bulletins per day, you should check ProMED-digest, which is the second box. We will discuss at least one or two of the bulletins each week in lecture.

The following books are required for the course. We will talk about relevant readings at the beginning of each Thursday class.

Madeleine Drexler, *Emerging Epidemics: The Menace of New Infections*. New York: Penguin Books, 2002, 2003 (afterword). This is available used, for as little as \$1.00, from various commercial vendors.

Nathan Wolfe, *The Viral Storm: The Dawn of a New Pandemic Age*. New York: Times Books, 2011. This is available as an e-book as well as a hard copy book, and I strongly encourage you to make use of ebooks. It is the wave of the future, and it is less expensive and far less wasteful in terms of environmental impact. Should you choose to use the Kindle edition and you do not have a Kindle or other tablet, there is a free Kindle app that you can download to your computer at amazon.com. You can also download this to an iPad and other tablets.

Current scientific articles will be distributed to the class as appears relevant and as they appear

Optional: The following may be acquired at several local bookstores, and from the major online vendors. David L. Heymann, ed. *Control of Communicable Disease Manual*, 19th edition. Washington: American Public Health Association Press, 2009. This book is a very valuable reference, and you are encouraged to read about each disease in this handbook.

Course rationale:

Health and disease are not only medical issues, but they are also social, environmental, and geographical phenomena. People and groups must always live in the contexts and constraints of the world that is extraneous to them. Disease is also a major world problem. Both infectious and non-infectious diseases have social causes, in part, and also influence societies. This course sets disease and health within the framework of human-environment interaction.

Course goals and objectives:

The major goal of this course is to introduce students to geographical approaches to health and disease, particularly within the setting of human-environment interactions. Our topics merge epidemiology, geography and the social sciences, and, in some cases, fields such as virology, immunology, and a little clinical medicine. Included in this are the roles of culture, behavior, and politics. We will cover many specific diseases, but in addition to their inherent interest, each is prototypical of one or more aspects of environmental equilibrium and disequilibrium. To do this,

though, one must also have a solid background in the basic scientific and epidemiologic characteristics and determinants of disease. This, and the course, constitute a blend of the social sciences, the biological sciences, environmental science, and other fields.

My educational beliefs:

Students are inherently curious and seek to understand the world surrounding them and the world in which they live. These courses, and my teaching, are both aimed at encouraging the critical analysis of the human-health-environment relationships. This understanding and analysis must come from a solid knowledge of the factual, scientific, and conceptual bases from which such understanding and thinking must come. Some students will find that this course will contribute directly to their professional development, while others will find that it provides a basis for understanding issues of health and disease as citizens in a democratic society, in which we can all help to determine the course of society. My own role in this course will be multifaceted. Sometimes I will serve as an authority on the subjects that we will cover. At other times, I will be a facilitator of inquiry and debate. I hope that I will always be a resource for your own interests and investigations as we proceed through the course.

Week of Monday March 30

Introduction to course and basic concepts

In-class film: *Contagion* (April 1)

Reading: None

Week of Monday April 4

Interpreting *Contagion*

Elementary concepts

Disease spread and ways of thinking geographically

Role of the environment and disease ecology 1

Reading: From Meade and Emch, *Medical Geography*, <http://tinyurl.com/d8a8fyx>

pp. 26-42 (ends abruptly as Google Book)

Week of Monday April 11

Disease ecology 2

Reading: Mayer, *Geography, Ecology, and Emerging Infectious Diseases*

Emerging infectious diseases 1: Background

Reading: Drexler, through end of ch. 3.

Week of Monday April 18**Emerging infectious diseases II and III: Examples (West Nile, Lyme disease, SARS, influenza)**

Examples

Reading: Drexler, ch. 4-6

Weeks of Monday April 25 and May 2**Emerging infectious diseases: Antimicrobial (“antibiotic”) resistance: social and ecological origins; agricultural uses of antimicrobials****Emerging infectious diseases IV: Origin of HIV**

Reading: Drexler, ch. 7-8

Week of Monday May 9**Species transfer and “One Health”**

Reading: Wolfe, Introduction, ch. 1-6, and Barrett and Osofsky, One health: interdependence of people, other species, and the planet.

Week of Monday May 16**Our old friends: malaria, dengue, cholera, and tuberculosis**

Reading: Wolfe, ch. 7-12.

Week of May 23 Our old friends: malaria, dengue, cholera, and tuberculosis

Reading: To be announced from recently published articles

Week of Monday May 30**Neglected tropical diseases**

Reading: To be announced from recently published articles

End of quarter essays distributed via e-mail on Tues. June 2, Due on Tues. June 9**Neglected tropical diseases**

Reading: To be announced from recently published articles

Last lecture on June 3. Official end of classes: Friday, June 5

Reading: To be announced from very recent articles

UW Policy on Academic Honesty

Academic Honesty

This statement was prepared by the Committee on Academic Conduct in the College of Arts and Sciences. It amplifies the Student Conduct Code (WAC 478-120).

Students at the University of Washington are expected to maintain the highest standards of academic conduct. Most UW students conduct themselves with integrity and are disturbed when they observe others cheating. The information on these five pages are designed to help you avoid unintentional misconduct and clarify the consequences of cheating.

Cheating harms the University community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected and unpunished. Students who cheat may skew the grading curve in a class, resulting in lower grades for students who work hard and do their own work.

Cheaters cheat themselves of a real education. They rob themselves not only of general knowledge, but also of the experience of learning how to learn, the very thing that makes a bachelor's degree so valuable to employers. The reputation of the University and the worth of a UW degree suffer if employers find graduates lacking the abilities their degrees should guarantee.

Finally, most professions have codes of ethics, standards to which you will be expected to adhere when you are working. At the University you practice the integrity you must demonstrate later. For all of these reasons, academic misconduct is considered a serious offense at the UW.

What is Academic Misconduct?

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

Plagiarism

One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

Using another writer's words without proper citation. If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.

Using another writer's ideas without proper citation. When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted came up with the idea prior to your own conclusion.

Citing your source but reproducing the exact words of a printed source without quotation marks. This makes it appear that you have paraphrased rather than borrowed the author's exact words.

Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came. This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).

Original: If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.

Unacceptable borrowing of words: An ape who knew sign language unsettled linguists and startled animal behaviorists.

Unacceptable borrowing of sentence structure: If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.

Acceptable paraphrase: When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.

Borrowing all or part of another student's paper or using someone else's outline to write your own paper.

Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your own professors write these kind of papers all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

Multiple Submissions

Some colleges have a campus-wide policy against multiple submissions, the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have such a general policy, but your individual professors may not permit it in their classes. If you want to make a multiple submission, therefore, you must clear it with both professors involved.

Examinations

Another common form of cheating involves exams. Copying from someone else's paper, using notes (unless expressly allowed by the teacher), altering an exam for regrading, getting an advance copy of the examination, or hiring a surrogate test-taker are all flagrant violations of University policy.

Collaboration

Educators recognize the value of collaborative learning; students are often encouraged to form study groups and assigned group projects. Group study often results in accelerated learning, but

only when each student takes responsibility for mastering all the material before the group. For example, suppose a calculus study group is working on a set of homework problems. Little would be learned if each student worked only one or two problems and merely copied answers for the rest. A more beneficial approach would be for each member to work all problems and be assigned the task of explaining a few problems to the group.

Illegal collaboration often occurs on homework in computer programming courses. A common case is when two students outline a program in detail together, and then type it into the computer separately, while making minor modifications or corrections as they type. To a grader's trained eye, the structure of the programs is identical and the students are guilty of cheating because they haven't turned in separate, original work.

Illegal collaboration also occurs on writing assignments in liberal arts courses. Typically, students will create a detailed outline together, then write separate papers from the outline. The final papers may have different wording but share structure and important ideas. This is cheating because the students have failed to hand in something that is substantially their own work, and because they haven't cited the ideas that they've borrowed from each other.

Group projects require careful division of responsibility and careful coordination to control the quality of the final product. Collective work quickly degenerates when some students see it as a way to get through an assignment with the least amount of effort. Group work calls for a different kind of effort, not less of it. When group projects are assigned, the instructor is usually interested in your mastery of group process as well as the subject. Ask the instructor to clarify individual responsibilities and suggest a method of proceeding.

In summary, when a professor says, "Go ahead and work together," don't assume that anything goes. Professors often don't state the limits of collaboration explicitly. It is your responsibility to avoid crossing the line that turns collaboration into cheating. If you're not sure, ask.

What Happens in a Case of Suspected Misconduct?

Instructors who believe they have discovered cheating will submit a grade of X (the equivalent of an unreported grade) for the course until the academic misconduct charge is resolved. A hold is placed on the student's registration if he or she fails to respond in a timely manner (within two weeks) to the written request that the student meet with the Dean's Representative for Academic Conduct. Students have the right to appear before the Committee to offer testimony. If found guilty, the student will receive one of the following punishments, listed in order of increasing severity. All actions are reported to the Vice Provost for Student Life. If no subsequent violation has occurred, a student may, by written request to the V.P. for Student Life (at time of graduation), request that the disciplinary record be expunged.

DISCIPLINARY WARNING: verbal or written notification that the student has not met the University's standards of conduct, and that a repeated offense will result in more serious disciplinary action. It is not the case that first offenses automatically receive a warning; most first offenses receive a stricter response, with warnings reserved for cases with unusual mitigating circumstances.

REPRIMAND: a written statement censuring a student for violating University regulations, and stating that another offense will result in more serious action. This is normally considered a lenient response, even for first offenses.

RESTITUTION: requirement that the student compensate the University or other persons for damages, injuries, or losses. Failure to comply results in canceled registration and a hold on future registration.

DISCIPLINARY PROBATION: an action that places conditions on the student's continued attendance at the University, including the statement that further violation of University policies will likely result in dismissal. The Committee fixes the term and conditions of academic probation. First offenses often result in probation.

SUSPENSION: a written statement notifying the student that his or her attendance has been suspended for a specified period of time (e.g., one quarter). The statement includes the term of the dismissal and conditions for re-admittance, if any.

EXPULSION: a written statement notifying a student that his or her attendance at the University has been permanently terminated for violating University policy.

Note: It is a student's right to appear before the Committee on Academic Conduct. If you believe you have been wrongly accused, and your instructor has handled the situation without reference to the Committee, you may demand that the case be referred. You may also refer the matter yourself by calling (206) 543-5708 or email to: gkravas@u.washington.edu.

Although the prospect of dismissal may seem the most serious consequence of dishonesty, there are others. If you apply to a medical, law, or other professional school, you may be required to provide a statement from the Vice Provost for Student Life attesting to your good conduct. Furthermore, the process of being brought up on charges of dishonesty—of having one's character and integrity questioned—is invariably a deeply embarrassing and troubling experience for a student, one that leaves a painful memory.

Suggestions

The temptation to cheat can be eliminated by learning sound study habits and effective time- and stress-management skills, as well as engaging in educational planning, and by making good use of the academic support resources at the University.

Common patterns in student behavior that increase the temptation to cheat include: falling behind in coursework or leaving large projects until the last minute; working too many hours leaving little time to keep up with courses; taking too many difficult courses at one time; and encountering emotional or health problems that distract from studies and interfere with concentration. Here are some tips for avoiding these pitfalls:

Get in the habit of planning your education. Advisers can help you determine your educational goals, plan your classes, keep your quarterly load manageable, and find a reasonable balance between work and school. Advising sessions are confidential and the privacy of your student record is guaranteed by federal law.

Don't work too many hours while in school. You are either a student first or an employee first; you must choose between the two. In general, a student carrying a full-time load (15 credits) should limit work hours to 10-15 hours a week. A student working 25 hours a week should carry 10 credits, 30 hours a week 5-10 credits, and 40 hours a week no more than 5 credits. Trying to do more than this risks putting yourself in a no-win situation by asking more of yourself than you can reasonably do.

Adjust your study habits to the demands of college. First, this means studying more. While many students report that they had no homework in high school, most college professors expect you to study two hours for each hour you spend in their class. In other words, it's a full-time job. Second, the pace of college coursework demands that you don't fall behind in your classes. Learn to schedule your weekly assignments, and learn to break large projects down into manageable pieces and schedule intermediate deadlines for yourself. Third, learn a good array of study techniques and practice them. Many good study skills books are available at University Book Store. The Counseling Center offers short study-skills workshops. Contact an adviser for more information.

Learn to manage your time. There is enough time to study hard, work, and play hard too, if you handle your day in the right way.

Deal with personal and health problems. One of the worst mistakes students make is to deny that they're overloaded or unable to cope. You may need to lighten your load by dropping a class, you may decide to leave school for a quarter, or you may just need to renegotiate a deadline with your instructor. If a personal problem is keeping you from concentrating on your studies, discuss the situation with an adviser and work out a solution.

In Conclusion...

You will be expected to live up to the University's standards of academic honesty no matter what temptations you face. The good news is that this standard is not hard to maintain. It only requires that you clarify assignments and procedures with your instructors, that you study diligently, and that you seek help when you need it.