



Changing the subject: emerging post-Covid-19 geographies

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The background features a central globe of Earth, showing continents and oceans. It is surrounded by numerous red, spiky virus particles, likely representing coronaviruses. A network of blue and white lines with small triangles at the nodes is overlaid on the scene, suggesting a global network or data flow. The overall color palette is dominated by blues, reds, and purples.

Caveat:
We aren't yet

Post Corona



13th March 2020

Eve of the War

So you have the state of things on Friday night. In the centre, sticking into the skin of our old planet Earth like a poisoned dart, was this cylinder. But the poison was scarcely working yet. Around it was a patch of silent common, smouldering in places, and with a few dark, dimly-seen objects lying in contorted attitudes here and there. Here and there was a burning bush or tree. Beyond was a fringe of excitement, and further than that fringe the inflammation had not crept as yet. In the rest of the world the stream of life still flowed as it had flowed for immemorial years. The fever of war that would presently clog vein and artery, deaden nerve and destroy brain, had still to develop.



Our personal geographies have changed...

Travel.Retail.Culture.WFH.Diet.

Lockdown learning.Local explorations.

Granularity.Tourism.Food Security



Geography as a subject has changed...

**Industry.Inequality.Development.Supply
chains.Population.Globalisation.Urban
spaces.Tourism.Migration.Public and private
spaces.Anthropause.Identity.Health Geography**

Cases being r

Epidemic growth
Doubling time
4-7 days

Social distancing
flattens curve

Risk of resurgence
following lifting of
interventions

Teaching Geography during
COVID-19

Private group · 1.2K members

+ Invite

About Discussion Announcements Members Events Media Files

Facebook Group

Started by Matt Podbury – 1400 members+

<https://www.facebook.com/groups/geographycovid19>

A most unusual half term

Well done to ALL teachers in whatever setting





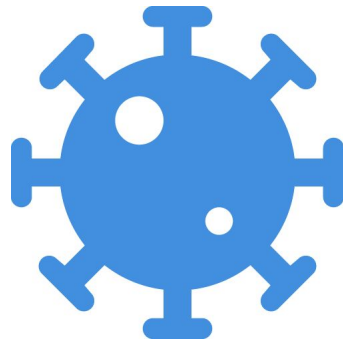
Some things stay the same...

Google

Doc

V10.0 Now available

p.190+



New Geographies : New Curriculum
PC (Post Coronavirus) School Geographies
A provocation & some curriculum making



*'Geography, like all dynamic areas of disciplinary thought, is
in a constant state of becoming'.
(Lambert & Morgan, 2010)*

Alan Parkinson
V10.0
October 2020

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The geography of COVID-19

Unit Contents

- The media promotes more fiction than fact about contemporary pandemics
- Pessimistic views towards population and resources are illustrated by contemporary pandemics
- Contemporary pandemic death rates are primarily provoked by social geography

Coronavirus to a geographer: an example of how subject disciplines give us powerful knowledge and why that matters

Coronavirus does discriminate, because
that's what humans do

Rebecca Solnit

People who face racism, sexism and inequality are more likely
to get sick. Taking care of each other starts with understanding
this

<https://ryanbate.co.uk/2020/04/12/coronavirus-to-a-geographer-an-example-of-how-subject-disciplines-give-us-powerful-knowledge-and-why-that-matters/>

Geography from home



BEWARE OF FATALITY RATES

When you hear about the risk of dying from Corona you probably think you hear **this** but it's often **this**, which is **NOT** the same thing

$$\text{Case Fatality Rate} = \frac{\text{Deaths}}{\text{Cases}}$$

The more a country tests the more cases they'll find, and how much they find depends on which groups they test

$$\text{Infection Fatality Rate} = \frac{\text{Deaths}}{\text{Infected}}$$

Roughly half of all infected might not show symptoms and they will not be tested and nobody knows how many they are

These two rates are different because the known **CASES** does not include all **INFECTED**

Next time, when you hear about the risk of dying, pay attention to the use of the word "cases". The number they talk about is often the risk of dying among the people who are diagnosed, and that's usually much higher than the risk of dying of the whole population.

Of course, we should all continue being very careful not to spread the virus!

gapminder.org

GAPMINDER is an independent educational non-profit, specialized in global misconceptions. We produce teaching materials for a fact-based worldview which are free to use under Creative Commons License CC BY 4.0 — The "infection fatality rate" is what actually matters because that's the risk of dying if a person is infected. It varies enormously depending on age and health condition of the person, and the kind of care provided. The reason why journalists and health authorities keep reporting the "fatality rate per known cases" instead, is not because they try to mislead. It's simply because that number is possible to calculate from data that actually exists, while the preferable "infection fatality rate" requires data that is much harder to get: the estimates of how many are infected. The numbers of Corona caused deaths are quite well known, but even those numbers are not perfectly comparable as they depend on differences in countries and doctor's routines for classifying cause of death from case to case.

@GeoBlogs

HEALTH



LOCK DOWN



Schooling disrupted, schooling rethought

*How the Covid-19 pandemic
is changing education*



Editorial

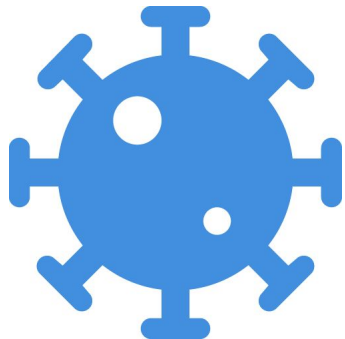
The Coronavirus crisis: What will the post-pandemic city look like?

Many times in these editorials over the last 30 years have I speculated on how we might think about cities in terms of their dynamics. The central constructs in such thinking involve ways in which cities can be disrupted by new technologies, and how a myriad of networks define the way energy, materials, people and information come together to generate levels of complexity, unimaginable before the industrial revolution. This science suggests how resilient cities are in the face of unanticipated, often chaotic events, due to the fact that cities are constructed and evolve from the bottom up. A favourite model is based on the notion that if

B Urban Analytics and
City Science

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**Writing content based on this
project - updates for GCSE
Specifications
Aimed at OCR B and AQA specs.**

Coming soon:

- **Food security and food policy issues**
 - **Changing urban form as a result of working from home and ‘ways of life’ in cities**
 - **Implications for the response to disaster such as tropical cyclones**
 - **Increased counterurbanisation and a flight from the city**
 - **Siberian wildfires and Amazon deforestation - ‘a good year to bury bad news’?**
-

The internet, Covid-19 and Brexit: the retail impact

Royal
Geographical
Society
with IBG
www.rgs.org



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Professor
David McEvoy

Why Study **GEOGRAPHY?**

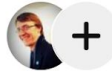


Alan Parkinson

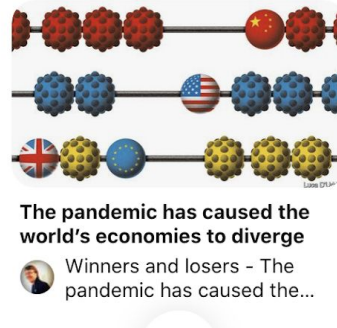
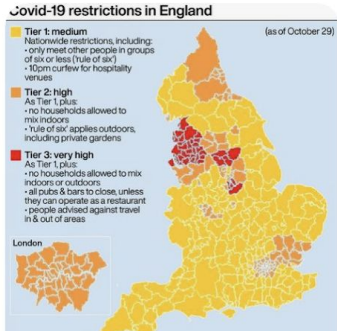


DEVELOPING DIGITAL DATA LITERACY

Coronavirus ...



Organise



Get in touch with any thoughts and ideas.
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<https://docs.google.com/document/d/12tYZmYla0oUFlu9MzxF6Bt102uc0oasb3clShmpH7d8/edit?usp=sharing>

<https://www.pinterest.co.uk/geoblogs/coronavirus/>