

## **Term Information**

**Effective Term** Spring 2027  
*Previous Value* [Spring 2025](#)

## **Course Change Information**

### **What change is being proposed? (If more than one, what changes are being proposed?)**

Add a distance learning course version for the current course of GEOG 3702.

Retain an in-person enrollment version of the course with all attributes and curricular function.

### **What is the rationale for the proposed change(s)?**

Provide added flexibility for student enrollment and departmental offering and faculty allocation. Content amicable for distance learning mode of instruction with syllabus revision attached.

### **What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## **General Information**

<b>Course Bulletin Listing/Subject Area</b>	Geography
<b>Fiscal Unit/Academic Org</b>	Geography - D0733
<b>College/Academic Group</b>	Arts and Sciences
<b>Level/Career</b>	Undergraduate
<b>Course Number/Catalog</b>	3702
<b>Course Title</b>	Life and Death Geographies
<b>Transcript Abbreviation</b>	Global Population
<b>Course Description</b>	This course investigates how our social, natural, and built environments influence people's health and wellbeing, from birth to death. It is an introduction to Health & Medical Geography and the relationship between the environment and health using geographic approaches. We examine topics including reproductive health, healthcare access, morbidity, disability, mental health, and mortality.
<b>Semester Credit Hours/Units</b>	Fixed: 3

## **Offering Information**

<b>Length Of Course</b>	14 Week, 12 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	Yes
<b>Is any section of the course offered</b>	100% at a distance
<i>Previous Value</i>	<a href="#">No</a>
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	45.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Health and Well-being  
The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Understand concepts and theories of Health &amp; Medical Geography</li><li>• Learn to generate geographic data &amp; use geographic tools to explain health-related issues.</li><li>• Critically evaluate geographic data &amp; methods to investigate public health issues.</li><li>• <i>Understand concepts and theories of Health &amp; Medical Geography</i></li></ul>
Previous Value	<p><i>Learn to generate geographic data &amp; use geographic tools to explain health-related issues.</i></p> <p><i>Critically evaluate geographic data &amp; methods to investigate public health issues.</i></p>
Content Topic List	<ul style="list-style-type: none"><li>• Health &amp; Medical Geography</li><li>• Reproductive health</li><li>• Healthcare access</li><li>• Morbidity</li><li>• Disability</li><li>• Mental health</li><li>• Mortality</li></ul>
Sought Concurrence	No

## **Attachments**

- GEOG 3702 DL Cover Letter.pdf: GEOG 3702\_Cover Letter  
*(Cover Letter. Owner: Godfrey,Ryan B)*
- GEOG 3702 DL Syllabus Oct 2025.pdf: GEOG 3702\_Revised DL Syllabus  
*(Syllabus. Owner: Godfrey,Ryan B)*
- GEOG 3702\_Reviewed.pdf: GEOG 3702\_DL Cover Sheet  
*(Other Supporting Documentation. Owner: Godfrey,Ryan B)*
- SP25\_GEOG\_3702\_Columbus\_Wong.pdf: GEOG 3702\_Original Syllabus  
*(Syllabus. Owner: Godfrey,Ryan B)*

## **Comments**

- in-person current syllabus is attached for comparison. *(by Godfrey,Ryan B on 12/01/2025 06:22 PM)*
- Please provide in-person syllabus for comparative purposes. *(by Vankeerbergen,Bernadette Chantal on 11/24/2025 05:49 PM)*

## **Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Godfrey,Ryan B	11/17/2025 04:45 PM	Submitted for Approval
Approved	Houser,Jana Bryn	11/18/2025 12:14 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/24/2025 05:50 PM	College Approval
Submitted	Godfrey,Ryan B	12/01/2025 06:25 PM	Submitted for Approval
Approved	Houser,Jana Bryn	12/01/2025 07:06 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/14/2026 10:41 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/14/2026 10:41 AM	ASCCAO Approval

10/22/2025

Dear College of Arts and Sciences Curriculum Committee,

Please find the attached copy of the syllabus for the Distance Learning version of GEOG 3702: Life and Death Geographies. GEOG 3702 is currently offered in-person and nearly all of the content remains the same for the distance learning version that is being proposed. The key difference is that the distance learning version requires more online participation and discussion to facilitate students' engagement with the instructor and with other students.

A distance learning version of the class will benefit and be attractive to working students, commuters, and caregivers. In GEOG 3702, the faculty lead has had a number of students who have missed class due to work and personal conflicts. Additionally, GEOG 3702 students shared in an informal survey that a top reason that they enrolled in the class is because it fit their schedule. A distance learning class would provide students with more flexibility and accessibility.

GEOG 3702 is part of the Health & Wellbeing Theme in the General Education curriculum. In the two years that it has been taught by the faculty lead, enrollment increased 70% (from 28 in Spring 2024 to 48 in Spring 2025). It is anticipated that the distance learning version will draw higher enrollments.

Bob Mick, Distance Education Program Consultant, has reviewed the syllabus and noted that the use of Honorlock must be included under Course Materials and Technologies. The required use of Honorlock is now included in this section on page 9 of the syllabus under Required software, second bullet point.

We look forward to hearing back from the committee following this submission.

Dr. Jana Houser

Director of Undergraduate Studies  
Associate Professor of Meteorology  
Department of Geography  
The Ohio State University  
houser.262@osu.edu

# Syllabus

## GEOG 3702

Life & Death Geographies

Spring 2027

3 Credit Hours

Asynchronous Online

## Course overview

## Instructor

- Sandy Wong
- Email Address: [wong.484@osu.edu](mailto:wong.484@osu.edu)
- Phone Number: 614-292-2514
- Course Zoom Link:  
<https://osu.zoom.us/j/97557350606?pwd=jDqfyh3p6BsZnWKAkbYbrpQyM9LtIY.1>
- Office Hours: Tues & Thurs 4-5pm and by appointment, in office or CarmenZoom
  - Zoom Link:  
<https://osu.zoom.us/j/94278946837?pwd=oAQ2FtFkcSauSnTN7zQi7b2RduXgUN.1>

**Note:** My preferred method of contact is via message on **CarmenCanvas**.

## Course description

This course investigates how our **social, natural, and built environments influence people's health and wellbeing**, from birth to death. It is an introduction to issues in Health & Medical Geography, which is the study of

the relationship between the environment and health using geographic approaches. We learn how to apply geographic theory and tools to important public health questions, such as: How do diverse cultural perspectives rooted in different places influence pregnancy and birth outcomes? Where are disease outbreaks and death clusters located, and why? Where are there shortages in health care services and which communities are most at-risk? How do the places where we live, work, and play affect our physical, emotional, social, environmental, and spiritual well-being? We examine a variety of topics over the lifecourse, including reproductive health, healthcare access, morbidity, disability, mental health, and mortality. By the end of the course, we will be able to critically assess the use of geographic data, methods, and frameworks to investigate public health issues.

## Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Describe the history of Health & Medical Geography and understand basic concepts and theories.
2. Appreciate how geographic perspectives contribute to our understanding of health and wellbeing.
3. Know how to generate geographic data and use geographic tools to explain health-related issues.
4. Critically evaluate the use of geographic data and methods to investigate public health questions.

## General education goals and expected learning outcomes

As part of the Health & Wellbeing Theme category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Goal #1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.



- a. GE learning outcome #1: *Engage in critical and logical thinking.* Students learn how health geographers theorize and conceptualize "space" and "place," and use these geographic frameworks to critically examine how social, natural, and built environments influence population health. Each week, students will learn and read about relevant scientific inquiry and evidence on birth rates and birthing systems, environmental exposures, walkability, social determinants of health, neighborhood effects on health, reproductive and maternal health outcomes, infectious diseases, mental health and disability, and mortality rates and cultural perspectives on death. Through class reflections and discussions, students engage in questions about the lectures and readings to evaluate information and arguments. The exams will also test students on their understandings of the geographic contexts and factors linked to population health.
  - b. GE learning outcome #2: *Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.* Through class discussions and exercises, students explore in-depth how cultural perspectives, social networks, social determinants of health, climate change, and land use are linked to population health outcomes across local, national, and global scales. Students will work on exercises that involve creating an infographic on a disease system, auditing and analyzing the walkability of a neighborhood, evaluating geographic themes in a digital health forum, visiting a natural environment and reflecting on its influence on mental health, and mapping a health-related phenomenon.
2. Goal #2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
    - a. GE learning outcome #1: *Identify, describe, and synthesize approaches or experiences.* Students will



learn about the differences and commonalities in approaches between health geography and epidemiology in understanding how diverse environments influence different population health outcomes. Through class reflections and exams, students demonstrate their comprehension of the course materials, including identifying, describing, and synthesizing quantitative and qualitative methods in health geography and epidemiology; and how different approaches can be used to investigate spatial patterns and processes in public health.

- b. GE learning outcome #2: *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.* Students complete experiential learning assignments where they are instructed to draw on both course content and their own personal knowledge and experiences to investigate important and challenging public health issues, including mental health. Key exercises include auditing and analyzing the walkability of a neighborhood, and visiting a natural environment to reflect on its influence on one's mental health and assess whether a validated mental wellbeing scale accurately reflects mental health.
3. Goal #3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing (e.g., physical, emotional, social, environmental, and spiritual).
  - a. GE learning outcome #1: *Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.* Students engage with theories of space and place in health geography, social determinants of health, environmental health, cultural perspectives, personal perspectives, policies that impact healthcare access and rates of morbidity and mortality. From class reflections, discussions, and questions about the course content,

students will explore five dimensions of wellbeing: physical, emotional, social, environmental, and spiritual. Accordingly, students will be tested on all five dimensions. Through exercises on disease systems, walkability, mental health, and health mapping, students explore and analyze wellbeing from geographic and personal perspectives that also engage with scientific theory, technology, and policy.

- b. GE learning outcome #2: *Identify, reflect on, or apply strategies for promoting health and well-being.* From lectures, readings, and class reflections, students learn and apply geographic approaches and identify and reflect on geographic conditions that enhance health-related issues such as healthcare access, walkability and mobility, and mental health. Through exercises, they reflect on built environment characteristics that promote the walkability of a neighborhood and apply the visit to a natural environment as a strategy for improving their mental health.

This course fulfills the General Education goals and outcomes in the Health & Wellbeing Theme by engaging students in advanced, critical analysis of how environments shape health across the lifecourse. Through geographic theory, data, and tools, students explore physical, emotional, social, environmental, and spiritual dimensions of wellbeing, applying interdisciplinary methods to real-world public health challenges. Experiential assignments and reflective exercises connect academic knowledge to personal experience, fostering a deeper understanding of self and society. By integrating geographic and epidemiological approaches, students develop the ability to synthesize diverse perspectives and promote strategies for improving population health.

## How this online course works

### Mode of delivery

This course is 100% ASYNCHRONOUS online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

### Pace of online activities

This course is divided into weekly **modules** that are released every Monday, with the exception of the first week when the first module will be released on the first day of class. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

### Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

### Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

#### Participating in online activities (at least once per week)

You are expected to log in to the course in CarmenCanvas every week to participate in discussion forums and exercises. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

## Participating in discussion forums (10 times per semester)

As part of your class reflections and responses, you are expected to participate in substantive class discussion on topics for most weeks. These include individual reflections on course content as well as responses to other students' discussion posts.

## Participating in exercises (5 times per semester)

Students will have five exercises to complete over the course of the semester. Your submissions for two exercises (disease infographic and walkability audit) will be posted on discussion forums so that other students may review and respond.

## Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional. Office hours are available for students who have questions about the course content and assignments, or just want to say hi.

## Q&A forum (optional)

Participating in the Q&A forum is optional. This discussion forum is available for students who are unavailable to attend office hours, but have questions about the course content and assignments. If you have a question, it is very likely that another student has the same question!

## Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

### Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

## Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

## Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

## Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.

# Course materials and technologies

## Textbooks

### Required

We will use journal articles, book chapters, and videos, all of which are available electronically through OSU's Library. The book chapters will come from the following books:

1. Crooks, V.A., Andrews, G.J. & Pearce, J. (eds.) (2018). *Routledge Handbook of Health Geography*. First Edition. London, UK: Routledge.
2. Emch, M., Root, E.D. & Carrel, M. (2017). *Health and Medical Geography*. Fourth Edition. New York, NY: Guilford Press.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](http://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](http://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

### Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
- Honorlock: Students are required to take the exams using Honorlock on CarmenCanvas. Students must agree to Honorlock's Privacy Notice and Terms of Use before taking the exams. More

information and instructions are can be found at  
<https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/getting-started-honorlock-students>.

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: <https://buckeyepass.osu.edu/>
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and instructor response

### How your grade is calculated

Assignment Category	Points and/or Percentage
Exercises (5)	50%



Assignment Category	Points and/or Percentage
Exams (2)	40%
Class Reflections & Responses (10)	10%
<b>Total</b>	<b>100%</b>

## Description of major course assignments

### Exercises

- **Description**

Students will have five exercises to complete over the course of the semester. The exercises provide an in-depth examination of concepts explored in class. A brief summary of the exercises is below:

- Create an infographic on a disease system
- Audit and analyze the walkability of a neighborhood
- Evaluate geographic themes in a digital health forum
- Visit a natural environment and reflect on its influence on one's mental health
- Map a health-related phenomenon

Each exercise will include a written summary (300-500 words) and/or assessment. Detailed instructions will be posted on Carmen. Deadlines for completing the exercises vary and will typically be 1-2 weeks from the time of posting.

Late submissions will be penalized, with 20% of the maximum possible score deducted every day the assignment is late.



Weekend days are included. After five days, students will receive a zero for the assignment.

- **Academic integrity and collaboration guidelines**

Your submissions should be your own original work. You are encouraged to seek external resources and/or to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Exams

- **Description**

There is one midterm and one cumulative final exam. The exams will include 31 multiple choice questions and two short answer responses (3-6 sentences) that cover content in the lecture, readings, and assignments. The time limit is 1 hour 20 minutes.

The exam will be administered on Carmen using Honorlock. The following options will be enabled: browser guard, disabling copy paste, disabling printing, and record screen. The exam is open-note, however, for the device you use for the exam, you may not use it for anything other than taking the exam.

You may not share your answers with anyone after the test. If you have accessibility needs, please discuss with the instructor well in advance of the scheduled exam.

Make-ups are only permitted for serious illness with verifiable written documentation and for certain emergencies. Arrangements must be made prior to the scheduled exam.

- **Academic integrity and collaboration guidelines**

Your submissions must be your own work. No one else should be submitting answers on your behalf.

## Class Reflections & Responses

- **Description**

You will submit a total of 10 class reflections and responses in discussion forums. For class reflections, you are to identify, describe, and synthesize an important point or something you learned, as well as pose at least one question about the course content. For class responses, you are to respond to another student's class reflection by adding additional insight to their reflection and/or answering their question.

Your submission is 3-5 sentences and will be graded based on length and content relevant to the week's course module.

No late class reflections and responses will be accepted. You cannot make up these points.

- **Academic integrity and collaboration guidelines**

Your submissions must be your own work. No one else should be submitting answers on your behalf.

## Late assignments

The late penalty is 20% per day for exercise assignments. Late exams and class reflections and responses will not be accepted.

Please refer to CarmenCanvas for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments

## Grading Scale

- 93-100: A
- 90-92.9: A–
- 87-89.9: B+
- 83-86.9: B

- 80-82.9: B–
- 77-79.9: C+
- 73-76.9: C
- 70-72.9: C–
- 67-69.9: D+
- 60-66.9: D
- Under 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

### Grading and feedback

For assignments submitted by the due date, I will try to provide feedback and grades within **seven days of the due date**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

### Preferred contact method

If you have a question, please contact me first via message on **CarmenCanvas**. I will reply to emails within **24 hours between 9am-5pm on days when class is in session at the university**.

### Class announcements

I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](#) to ensure you receive these messages.

### Discussion board

I will check and reply to messages in the discussion boards once mid-week.

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

<http://studentlife.osu.edu/csc/>

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting

responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential

mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known

accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Civil Rights Compliance: <https://civilrights.osu.edu/>

Policy: [Religious Holidays, Holy Days and Observances](#)

## Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics	Readings	Assessments Due
1	1/11	<p><b>Course Introduction</b></p> <p><b>Population Trends:</b> Demographic transition; Births, deaths, and lifecourse</p>	<p><a href="#">United Nations (2022).</a> “World Population Prospects 2022,” pp. 1-25.</p>	Class Reflection/Response 1
2	1/19	<p><b>Overview of Health &amp; Medical Geography:</b> History of scientific inquiry; Theories of space &amp; place</p> <p><b>Environmental Exposures:</b> Environmental pollutants; Natural environments and health; Exposome;</p>	<p><a href="#">Emch et al. (2017).</a> “Chapter 1: Introduction.”</p> <p><i>In Health and Medical Geography</i>, pp. 1-28.</p> <p><a href="#">Andrews &amp; Moon (2005).</a> “Space, Place, and the Evidence Base.”</p> <p><i>Worldviews on Evidence-Based Nursing</i>, pp. 55-62.</p>	Class Reflection/Response 2



Week	Date	Topics	Readings	Assessments Due
		Climate change and health	<p><a href="#"><u>Kraishah et al. (2022)</u></a>. “Climate change and cardiovascular disease.” <i>Nature Reviews Cardiology</i>, 19, pp. 798–812.</p> <p><a href="#"><u>Emch et al. (2017)</u></a>. “Chapter 11: Environment &amp; Health.” In <i>Health and Medical Geography</i>, pp. 371–403.</p>	
3	1/25	<b>Environmental Contexts: Assessing Built Environments;</b> Definition and overview of built environments; Definitions and dimensions of access and accessibility  <b>Measuring Walkability:</b> Definition of walkability; Built environment features related	<p><a href="#"><u>Hamraie. (2018)</u></a>. “Mapping access.” <i>American Quarterly</i>, 70(3), 455-482.</p> <p><a href="#"><u>Hirsh &amp; Winters. (2018)</u></a>. “Chapter 41: Walkability and physical activity.” In <i>Routledge Handbook of Health Geography</i>, pp. 288-296.</p>	Exercise 1



Week	Date	Topics	Readings	Assessments Due
		to walkability, Walkability audit		
4	2/1	<b>Environmental Contexts: Social Influences on Health</b> ; Social capital, Social Determinants of Health, Urban-rural inequalities	<p><a href="#">Pearson &amp; Sadler. (2018).</a> "Chapter 16: Health geography's role in understanding social capital and its influence on health." In <i>Routledge Handbook of Health Geography</i>, pp. 107-115.</p> <p><a href="#">Guhlincozzi. (2022).</a> "Making visible the Chicagoland suburban healthcare landscape of latina women." <i>Social &amp; Cultural Geography</i>.</p>	Exercise 2, Part 1
5	2/8	<b>Neighborhoods &amp; Health</b> : Composition versus context; Definitions and measurement of	<p><a href="#">Emch et al. 2017.</a> "Chapter 9: Neighborhoods and Health." In <i>Health and Medical Geography</i>, pp. 314-344.</p>	Exercise 2, Part 2



Week	Date	Topics	Readings	Assessments Due
		neighborhoods; Neighborhood effects on health; Research approaches; Quantitative & Qualitative Methods	<p><a href="#"><u>Kolak et al. (2020).</u></a> “Quantification of Neighborhood-Level Social Determinants of Health in the Continental United States.” <i>JAMA Network Open</i>, 3(1), e1919928.</p> <p><a href="#"><u>Finlay et al. (2022).</u></a> “My neighbourhood is fuzzy, not hard and fast.” <i>Urban Studies</i>, 60(1), 85-108.</p>	
6	2/15	<b>Geographies of Birth: Cultural Perspectives on Pregnancy &amp; Birth</b> , Birthing systems in the U.S., Mexico, and Jamaica; U.S. pregnancy stigmas  <b>Reproductive Health</b> : Maternal and infant morbidity and mortality;	<p><a href="#"><u>Sargent &amp; Bascope. (1996).</u></a> “Ways of Knowing about Birth in Three Cultures.” <i>Medical Anthropology Quarterly</i>, 10(2), pp. 213-236.</p> <p><a href="#"><u>Syvertsen et al. (2021).</u></a> “Conceptualizing stigma in contexts of pregnancy and opioid misuse: A qualitative study with women and healthcare providers in Ohio.” <i>Drug and Alcohol</i></p>	Class Reflection/ Response 3, 4



Week	Date	Topics	Readings	Assessments Due
		Racism and reproductive health outcomes	<p><i>Dependence</i>, 222(1).</p> <p><a href="#"><u>Rosenthal &amp; Lobel. (2020)</u></a>. "Gendered racism and the sexual and reproductive health of Black and Latina Women." <i>Ethnicity &amp; Health</i>, 25(3), 367-392.</p>	
7	2/22	<b><i>Midterm</i></b>		
8	3/1	<b>Geographies of Birth: Maternal Health &amp; Healthcare Access;</b> Inequalities in maternal health resources; Racism and maternal health outcomes; Access to maternity care	<p><a href="#"><u>Hill et al. (2022)</u></a>. "Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them." <i>KFF</i>.</p> <p><a href="#"><u>Planey et al. (2022)</u></a>. "Spaces of Segregation and Health." <i>Journal of Urban Health</i>, 99, pp. 469-481.</p>	Class Reflection/ Response 5, 6

Week	Date	Topics	Readings	Assessments Due
		<b>Infant Health:</b> Birth outcomes around the world; Racism, residential segregation, and birth outcomes across the U.S.		
9	3/8	<b>Geographies of Living: Infectious Diseases;</b> Infectious disease trends and contributing factors; Geography of infectious diseases across the world; Human ecology of disease	<p><a href="#"><u>Keeler &amp; Emch. (2018).</u></a> “Chapter 7: Infectious-Disease Geography.” In <i>Routledge Handbook of Health Geography</i>, pp. 45-51.</p> <p><a href="#"><u>Desjardins et al. (2022).</u></a> “Identifying and Visualizing Space-Time Clusters of Vector-Borne Diseases.” <i>Geospatial Technology for Human Well-Being and Health</i>, pp. 203–217.</p> <p><a href="#"><u>Adams et al. (2023).</u></a> “Normalizing the pandemic.” <i>Journal of Maps</i>, 19(1), 1-9.</p>	Exercise 3



Week	Date	Topics	Readings	Assessments Due
10	3/15	<b>Spring Break</b>		
11	3/22	<b>Geographies of Living: Mental Illness;</b> Biopsychosocial factors and mental health; Spatial trends in mental disorders across the world  <b>Mental Wellbeing:</b> Mental health policies and plans; Mental health stigma; Mental health interventions and resources, including at OSU; Therapeutic landscapes	<a href="#"><u>Steelesmith et al. (2023)</u></a> . "Spatiotemporal Patterns of Deaths of Despair Across the U.S., 2000–2019." <i>American Journal of Preventive Medicine</i> , 65(2), 192-200.  <a href="#"><u>Severson &amp; Collins. (2018)</u></a> . "Chapter 18: Well-being in health geography." In <i>Routledge Handbook of Health Geography</i> , pp. 124-130.  <a href="#"><u>Winata &amp; McLafferty. (2023)</u></a> . "Therapeutic landscapes and networks in restricted	Class Reflection/ Response 7, 8



Week	Date	Topics	Readings	Assessments Due
			<p>lives.” <i>Wellbeing, Space and Society</i>, 5, 100163.</p>	
12	3/29	<p><b>Geographies of Living: Measuring Mental Health; DSM-5 (Diagnostic and Statistical Manual of Mental Disorders); WEMWBS (Warwick-Edinburgh Mental Wellbeing Scale)</b></p> <p><b>Chronic Diseases:</b> Spatial trends in chronic diseases; Geographic risk factors for</p>	<p><a href="#"><u>Windhorst &amp; Williams. (2015).</u></a> “Natural places, post-secondary students, and mental health.” <i>Health &amp; Place</i>, 34, 241-250.</p> <p><a href="#"><u>Mah &amp; Wang. (2019).</u></a> “Accumulated Injuries of Environmental Injustice.” <i>Annals of the AAG</i>, 109(6), 1961-1977.</p>	Exercise 4



Week	Date	Topics	Readings	Assessments Due
		obesity and cancer		
13	4/5	<b>Geographies of Living: Disability;</b> Models to understanding disability; Disability as social difference; Inaccessible environments; Health disparities among people with disabilities	<a href="#"><u>Chouinard. (2018).</u></a> “Chapter 25: Mapping Life on the Margins.” In <i>Routledge Handbook of Health Geography</i> , pp. 172-178.  <a href="#"><u>Edwards &amp; Maxwell. (2021).</u></a> “Disability, hostility and everyday geographies of un/safety.” <i>Social &amp; Cultural Geography</i> , 24(1), 157-174.	Class Reflection/ Response 9
14	4/12	<b>Geographies of Mortality: Disease &amp; Death Clusters;</b> World life expectancy; Leading causes of death;	<a href="#"><u>Wong et al. (2023).</u></a> “Spatial and racial covid-19 disparities in U.S. nursing homes.” <i>Social Science &amp; Medicine</i> , 325, 115894.	Class Reflection/ Response 10

Week	Date	Topics	Readings	Assessments Due
		Definition and measurement of clusters; Geospatial clustering techniques		
15	4/19	<b>Geographies of Mortality: Cultural Perspectives on Death &amp; Afterlife;</b> Geographic disparities in mortality; Diverse cultural perspectives on death and the afterlife	<a href="#"><u>Watson-Jones et al. (2017).</u></a> “Does the Body Survive Death? Cultural Variation in Beliefs About Life Everlasting.” <i>Cognitive Science</i> , 41, pp. 455-476.	Exercise 5
Finals	4/26-4/29			Final exam due 4/29 at 5pm



# THE OHIO STATE UNIVERSITY

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COLLEGE OF ARTS AND SCIENCES

## **Syllabus** **GEOG 3702: Life & Death Geographies**

Spring 2025  
Lecture - 3 Credit Hours  
2:20-3:40PM TuTh Smith Lab 1009

**Instructor:** Sandy Wong  
**Contact via Carmen**  
**Email:** [wong.484@osu.edu](mailto:wong.484@osu.edu)  
**Office:** Derby 1144

**Office Hours:** TuTh 4-5PM (in-person or Zoom) & by appointment

**TA:** SM Ahsanullah  
**Contact via Carmen**  
**Email:** [ahsanullah.1@buckeyemail.osu.edu](mailto:ahsanullah.1@buckeyemail.osu.edu)  
**Office:** Derby 1131

**Office Hours:** Tu 1-2PM (in-person), Th 1-2PM (Zoom) & by appointment

### *Course Description*

This course investigates how our **social, natural, and built environments influence people's health and wellbeing**, from birth to death. It is an introduction to issues in Health & Medical Geography, which is the study of the relationship between the environment and health using geographic approaches. We learn how to apply geographic theory and tools to important public health questions, such as: How do diverse cultural perspectives rooted in different places influence pregnancy and birth outcomes? Where are disease outbreaks and death clusters located, and why? Where are there shortages in health care services and which communities are most at-risk? How do the places where we live, work, and play affect our physical, emotional, social, environmental, and spiritual well-being? We examine a variety of topics over the lifecourse, including reproductive health, healthcare access, morbidity, disability, mental health, and mortality. By the end of the course, we will be able to critically assess the use of geographic data, methods, and frameworks to investigate public health issues.

### *Course Goals*

By the end of this course, students will be able to:

- Describe the history of Health & Medical Geography and understand basic concepts and theories.
- Appreciate how geographic perspectives contribute to our understanding of health and wellbeing.
- Know how to generate geographic data and use geographic tools to explain health-related issues.
- Critically evaluate the use of geographic data and methods to investigate public health questions.

### *Goals & Expected Learning Outcomes (ELOs)*

This course is part of the Health & Wellbeing Theme in the General Education curriculum.

#### *Goals & ELOs for All Themes*

**Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

ELO 1.1 Engage in critical and logical thinking. *Students learn how health geographers theorize and conceptualize "space" and "place," and use these geographic frameworks to critically examine how social, natural, and built environments influence population health.*

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. *Through a combination of lectures, readings, and class discussions, students explore in-depth how cultural perspectives, social networks, social determinants of health, climate change, and land use are linked to population health outcomes across local, national, and global scales.*

**Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

ELO 2.1 Identify, describe, and synthesize approaches or experiences. *Through class reflections and exams, students demonstrate their comprehension of the course materials, including identifying, describing, and synthesizing quantitative and qualitative methods in health geography and how they can be used to investigate spatial patterns and processes in public health.*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. *Students complete experiential learning assignments where they are instructed to draw on both course content and their own personal knowledge and experiences to investigate important and challenging public health issues, including mental health.*

## Goals & ELOs for the Health & Wellbeing Theme

**GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing (e.g., physical, emotional, social, environmental, and spiritual).**

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. *Students engage with theories of space and place in health geography, social determinants of health, environmental health, cultural perspectives, personal perspectives, policies that impact healthcare access and rates of morbidity and mortality, and five dimensions of wellbeing (physical, emotional, social, environmental, and spiritual).*

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being. *Students apply geographic approaches and identify and reflect on geographic conditions that enhance health-related issues such as healthcare access, walkability and mobility, and mental health.*

### *Required Texts*

We will use journal articles and book chapters, all of which are available electronically through OSU's Library. The book chapters will come from the following books:

[Crooks, V.A., Andrews, G.J. & Pearce, J. \(eds.\) \(2018\). Routledge Handbook of Health Geography.](#) First Edition. London, UK: Routledge.

[Emch, M., Root, E.D. & Carrel, M. \(2017\). Health and Medical Geography.](#) Fourth Edition. New York, NY: Guilford Press.

### *Grading*

Your final grade will be based on the following:

Item	Count	Points	Total (%)
Exercises	5	100	500 (50%)
Exams	2	200	400 (40%)
Class Reflections	5	20	100 (10%)
<b>Grand Total</b>			<b>1000 (100%)</b>

### **Grading scale:**

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%

B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	60 – 66%
E	Below 60%

## General Expectations for Class

Students are expected to read the assigned readings before class, attend class, be attentive and ready to learn, pose pertinent questions and ideas, bring their unique perspectives, and be respectful of fellow classmates and the instructor.

## Exercises

Students will have five exercises to complete over the course of the semester. The exercises provide an in-depth examination of concepts explored in class. A brief summary of the exercises are below:

1. Create an infographic on a disease system
2. Audit and analyze the walkability of a neighborhood
3. Evaluate geographic themes in digital health forum
4. Visit a natural environment and reflect on its influence on one's mental health
5. Map a health-related phenomenon

Each exercise will include a written summary (300-500 words) and/or assessment. Detailed instructions will be posted on Carmen. Deadlines for completing the exercises vary and will typically be 1-2 weeks from the time of posting.

Late submissions will be penalized, with 20% of the maximum possible score deducted every day the assignment is late. Weekend days are included. After five days, students will receive a zero for the assignment.

The exception to this rule is when assignments are due on Friday night. Students may have the weekend - until Sunday at 11:59PM - to submit their assignment without penalty. Starting on Monday, the late penalty will begin. In other words, if the assignment is submitted on Monday, it will receive a late penalty of 20%.

## Exams

There is one midterm and one cumulative final exam. The exams will include multiple choice and short essay questions that cover content in the lecture, readings, and assignments. The exams will be administered using Canvas and Proctorio. The exams are open-note, but not open-computer: in other words, during your exam, you may not use your device for anything other than taking the exam, but you may refer to your physical

notes or a different device. You may not share your answers with anyone during or after the test. Students have a choice as to the location of where they will take the exam, including in the classroom. Paper exams are available upon request.

If you have accessibility needs, please discuss with the instructor well in advance of the scheduled exam.

Make-ups are only permitted for serious illness with verifiable written documentation and for certain emergencies. Arrangements must be made prior to the scheduled exam.

Our first exam is on **Tues, Feb 25** and you have one hour and 20 minutes to complete the exam. Our final exam is on **Wed, Apr 23** and you have one hour and 45 minutes to complete the exam. If you would like to take the exam in the classroom, it will take place at **2:00-3:45pm**. All students must be on Canvas and/or in the classroom at these times to take the exams.

### **Class Reflection or Activity**

A class reflection is a reflection on in-class discussion. The days for class reflection will be chosen at random. In approximately 150 words, you are to identify, describe, and synthesize an important point or something you learned, as well as pose any questions you have. In class, you will get 15 minutes at the end of class to post your class reflection on Carmen. Occasionally, a class activity may replace a class reflection. Class reflections are due on Carmen at the end of class while the deadline for a class activity is variable.

There will be six total class reflections and the lowest one will be dropped. No late class reflections will be accepted. You cannot make up these points.

### **Attendance Policy**

Attendance will not be taken in class and students are not graded on attendance. However, class reflections are to be submitted about in-class discussion at the end of class. The days for class reflections will be chosen at random. Therefore, it is important to attend class regularly and participate in discussion.

### **Use of AI Tools**

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

As an exception to the default prohibition on using AI tools for this course, you may use ChatGPT and similar tools for assistance with all assignments. You are not allowed to use word-for-word use. Instead, you are to paraphrase and/or substantively edit AI-generated content (at least 85% as a guideline) and cite your use of the tool. You must double-check the work generated by AI, which can be wrong. If you submit work that is incorrect or irrelevant, even if it was generated by AI, you will not receive credit for it. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact Professor Wong to discuss it first.

### Email/Carmen

To contact the instructor and TA, please send your message via Carmen. Direct emails via Outlook are more likely to get lost in their inboxes. Your messages must be professional, otherwise you are unlikely to receive a response. You can expect email responses within 24 hours during normal business hours (i.e., Monday to Friday, 9am to 5pm), but not outside of these hours.

In your message, include a meaningful subject line, a professional greeting, and a professional signature. Below is an example.

Subject: GEOG 3702 Exam 1 Question

Dear Dr. Wong,

I would like to review the answers to Exam 1, but I am unable to make it to your office hours because they conflict with work. Can we make an appointment to meet at another time this week? I am available on Mondays after 3pm.

Thank you for your time and consideration.

Regards,  
First Name Last Name  
Class of [Year of Graduation]  
The Ohio State University

## **Zoom Honor Policy & Expectations**

Zoom is available for students who cannot attend class in-person for emergency circumstances. Please message the TA and instructor before class, and they will provide the Zoom link. Students are otherwise expected to attend class in person. Students who use Zoom are expected to be active participants, either vocally or via chat. Students must also either have their video on or a photo of themselves when their video is off.

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes](#) site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Sexual Misconduct/Relationship Violence**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## **Course Schedule (subject to change)**

Module/ Week	Date	Lecture Topics	Readings	Assignment Deadlines

1	Jan 7	Course Introduction	N/A	
	Jan 9	Population Trends	<p><a href="#">United Nations (2022)</a>. “World Population Prospects 2022,” pp. 1-25.</p>	
2	Jan 14	Overview of Health & Medical Geography	<p><a href="#">Emch et al. (2017)</a>. “Chapter 1: Introduction.” In <i>Health and Medical Geography</i>, pp. 1-28.</p> <p><a href="#">Andrews &amp; Moon (2005)</a>. “Space, Place, and the Evidence Base.” <i>Worldviews on Evidence-Based Nursing</i>, pp. 55-62.</p>	
	Jan 16	Infographic Assignment	N/A	Exercise 1: Infographic (Due Jan 17)
3	Jan 21	Environmental Contexts: Accessing Built Environments, Measuring Walkability	<p><a href="#">Hamraie. (2018)</a>. “Mapping access.” <i>American Quarterly</i>, 70(3), 455-482.</p> <p><a href="#">Hirsh &amp; Winters. (2018)</a>. “Chapter 41: Walkability and physical activity.” In <i>Routledge Handbook of Health Geography</i>, pp. 288-296.</p>	Exercise 1: Infographic Presentations (Due Jan 21)
	Jan 23	Environmental Exposures: Climate Change & Health	<p><a href="#">Kraishah et al. (2022)</a>. “Climate change and cardiovascular disease.” pp. 1-49.</p> <p><a href="#">Emch et al. (2017)</a>. “Chapter 11: Environment &amp; Health.” In <i>Health and Medical Geography</i>, pp. 371-403.</p>	
4	Jan 28	Environmental Exposures Continued	N/A	

	Jan 30	Built Environment Assignment	N/A	Exercise 2, Part 1: Built Environment Audit (Due Jan 31)
5	Feb 4	Environmental Contexts: Social Influences on Health	<p><a href="#"><u>Pearson &amp; Sadler. (2018).</u></a> “Chapter 16: Health geography’s role in understanding social capital and its influence on health.” In <i>Routledge Handbook of Health Geography</i>, pp. 107-115.</p> <p><a href="#"><u>Guhlincozzi. (2022).</u></a> “Making visible the Chicagoland suburban healthcare landscape of latina women.” <i>Social &amp; Cultural Geography</i>.</p>	
	Feb 6	Neighborhoods & Health: Quantitative & Qualitative Methods	<p><a href="#"><u>Emch et al. 2017.</u></a> “Chapter 9: Neighborhoods and Health.” In <i>Health and Medical Geography</i>, pp. 314-344.</p> <p><a href="#"><u>Kolak et al. (2020).</u></a> “Quantification of Neighborhood-Level Social Determinants of Health in the Continental United States.” <i>JAMA Network Open</i>, 3(1), e1919928.</p> <p><a href="#"><u>Finlay et al. (2022).</u></a> “My neighbourhood is fuzzy, not hard and fast.” <i>Urban Studies</i>, 60(1), 85-108.</p>	Exercise 2, Part 2: Built Environment Comparative Analysis (Due Feb 7)
6	Feb 11	Geographies of Birth: Cultural Perspectives on Pregnancy & Birth	<a href="#"><u>Sargent &amp; Bascoe. (1996).</u></a> “Ways of Knowing about Birth in	

			<p>Three Cultures.” <i>Medical Anthropology Quarterly</i>, 10(2), pp. 213-236.</p> <p><a href="#"><u>Syvertsen et al. (2021)</u></a>. “Conceptualizing stigma in contexts of pregnancy and opioid misuse: A qualitative study with women and healthcare providers in Ohio.” <i>Drug and Alcohol Dependence</i>, 222(1).</p>	
	Feb 13	Geographies of Birth: Reproductive Health	<p><a href="#"><u>Rosenthal &amp; Lobel. (2020)</u></a>. “Gendered racism and the sexual and reproductive health of Black and Latina Women.” <i>Ethnicity &amp; Health</i>, 25(3), 367-392.</p>	
7	Feb 18	Geographies of Birth: Maternal Health & Healthcare Access	<p><a href="#"><u>Hill et al. (2022)</u></a>. “Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them.” <i>KFF</i>.</p>	
	Feb 20	<b>Exam Review</b>		
8	Feb 25	<b>Midterm</b>		
	Feb 27	Geographies of Birth: Infant Health	<p><a href="#"><u>Planey et al. (2022)</u></a>. “Spaces of Segregation and Health.” <i>Journal of Urban Health</i>, 99, pp. 469-481.</p>	
9	Mar 4	Geographies of Living: Infectious Diseases	<p><a href="#"><u>Keeler &amp; Emch. (2018)</u></a>. “Chapter 7: Infectious-Disease Geography.” In <i>Routledge Handbook of Health Geography</i>, pp. 45-51.</p> <p><a href="#"><u>Desjardins et al. (2022)</u></a>. “Identifying and</p>	

			Visualizing Space-Time Clusters of Vector-Borne Diseases." <i>Geospatial Technology for Human Well-Being and Health</i> , pp. 203–217.	
	Mar 6	Qualitative Methods Continued	N/A	Exercise 3: Online Forum (Due Mar 7)
10	Mar 10 & 13	<b>Spring Break</b>		
11	Mar 18	Geographies of Living: COVID-19	<a href="#">Adams et al. (2023)</a> . "Normalizing the pandemic." <i>Journal of Maps</i> , 19(1), 1-9.	
	Mar 20	Geographies of Living: Mental Illness/Wellbeing	<a href="#">Severson &amp; Collins. (2018)</a> . "Chapter 18: Well-being in health geography." In <i>Routledge Handbook of Health Geography</i> , pp. 124-130.  <a href="#">Winata &amp; McLafferty. (2023)</a> . "Therapeutic landscapes and networks in restricted lives." <i>Wellbeing, Space and Society</i> , 5, 100163.	
12	Mar 25	<b>No Class</b>		
	Mar 27	<b>No Class</b>		
13	Apr 1	Geographies of Living: Mental Health	<a href="#">Windhorst &amp; Williams. (2015)</a> . "Natural places, post-secondary students, and mental health." <i>Health &amp; Place</i> , 34, 241-250.	
	Apr 3	Mental Health Continued	N/A	Exercise 4: Mental

				Health (Due Apr 4)
14	Apr 8	Geographies of Living: Chronic Illness & Disability	<p><a href="#">Chouinard. (2018).</a> “Chapter 25: Mapping Life on the Margins.” In <i>Routledge Handbook of Health Geography</i>, pp. 172-178.</p> <p><a href="#">Chen-Newton. (2023).</a> “Using technology to open up wilderness trails to people with disabilities.” <i>NPR</i>.</p>	
	Apr 10	Geographies of Mortality: Disease & Death	<p><a href="#">Wong et al. (2023).</a> “Spatial and racial covid-19 disparities in U.S. nursing homes.” <i>Social Science &amp; Medicine</i>, 325, 115894.</p> <p><a href="#">Perkins. (2023).</a> “Artificial turf potentially linked to cancer deaths of six Phillies ball players.” <i>The Guardian</i>.</p>	
15	Apr 15	Geographies of Mortality: Cultural Perspectives on Death & Afterlife	<p><a href="#">Watson-Jones et al. (2017).</a> “Does the Body Survive Death? Cultural Variation in Beliefs About Life Everlasting.” <i>Cognitive Science</i>, 41, pp. 455-476.</p>	
	Apr 17	<b>Final Exam Review</b>		Exercise 5: Mapping Health (due Apr 18)
16	Apr 23	<b>Final Exam, 2:00-3:45pm</b>		

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

- A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



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## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).



## Delivery Well-Suited to DL/DH Environment

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:



## Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

## Academic Integrity

For more information: [\*Promoting Academic Integrity\*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [\*Designing Assessments for Students\*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.



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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

## Community Building

*For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)*

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

## Transparency and Metacognitive Explanations

*For more information: [Increasing Transparency and Metacognition](#)*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):



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Syllabus and cover sheet reviewed by *Bob Mick* on *10/21/25*

**Reviewer Comments:**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Attachment from ODE/Bob Mick

## Geography 3702 – Life and Death Geographies

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

### 1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (two recorded lecture videos each week, weekly announcements)
- Instructor assessing and providing feedback on student's course work and assignments and group work on regular weekly basis
- Facilitating group discussion (Peer review of Exercise assignments, discussion board posts, class reflections and responses)
- Instructor providing opportunities to ask questions on content of course through email, discussion board, and live office hours

### 2. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

The cover sheet states that Honorlock will be used when administering the exams in Carmen. The use of this technology in the course should be mentioned in the syllabus under Course Materials, Fees and Technologies because students will have to agree to Honorlock's Privacy Notice and Terms of Use before taking an exam. <https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/getting-started-honorlock-students>

### 4. Credit hours and work expectations

The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

### 5. Description of Major Assignments

All major assignments are clearly explained.