SYLLABUS

Norman J. Radow College of Humanities and Social Sciences
Department of Geography & Anthropology
GEOG 4349-W01: Health Geography
Fall 2024: August 12 to December 3, 2024

Course Information

Class meeting time: Asynchronous Online
Modality: Asynchronous Online
Location: Online on D2L

Instructor Information

Name/Title: Dr. Paul N. McDaniel, Associate Professor of Geography
Pronouns: He/Him/His
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Faculty Web: Visit Dr. McDaniel's FacultyWeb page
Office Location: Sturgis Library Building (LB) room 4217 (a SafeSpace) on Kennesaw Campus
Drop-In Office Hours & Location: Virtual via Microsoft Teams
Department of Geography & Anthropology Main Office:
Social Sciences Building (Kennesaw Campus) room 4042. Phone: 470-578-2373.

Preferred Method of Communication

If you have questions or concerns about our course, please send your messages to Dr. McDaniel at paul.mcdaniel@kennesaw.edu. I will do my best to respond within 24 hours, Monday to Friday, during regular business hours (9:00 AM to 5:00 PM). For messages that arrive outside of regular business hours, over the weekend (after 5:00 PM on Friday), or during holidays, I will respond the next business day. While I will also respond to messages sent through the D2L email message platform within the D2L course shell, it may take longer for me to respond than via regular KSU email. Email is a primary form of communication for businesses and other professional settings such as at a university. Knowing when and how to write effective emails is critical because email often provides the first impression of you and your communication skills (i.e., sending a professional email within a professional setting is not the same as sending a text message to a friend). As such, please refer to the KSU Writing Center's Guide on Writing Professional Emails.

Course Description & Purpose

The geography of health considers impacts of natural, built, and social environments on human health. This course introduces students to three geographical contributions to health studies. First, it emphasizes the importance of ecological approaches of health, considering interactions between humans and their environments. Second, a geographical approach examines how aspects such as race, socioeconomic status, and identity influence human health. Third, it considers how spatial methods (cartography, GIS, and spatial statistics) help answer health-related questions. 3 credit hours.

Course Objectives

After successful completion of this course, students will be able to:
1. Apply the language and methods of health geography to analyze the ways in which geographic ideas and approaches can inform our understanding of health.

2. Describe the importance of ecological approaches to health, which consider interactions between humans and their environments, including topics such as how climate change might influence disease distributions, and how the built environment can influence patterns of physical activity.
3. Describe how social theory helps us understand how aspects such as race, socioeconomic status, and identity play a critical role in influencing human health.
4. Examine how spatial methods (cartography, GIS, and spatial statistics) can help answer health-related questions such as the global and local impacts of a pandemic.
5. Analyze and interpret health geography dynamics with a critical and historical spatial lens through the use of data and maps.
6. Critically evaluate interactions between human, social, and/or physical geographical processes as they relate to health geography dynamics across place, space, and time.
7. Practice communicating health geography effectively through writing, discussions, activities, presentations, and participation.

Required Textbook/Supporting Materials

Required Text:
Hazen, Helen, and Peter Anthamatten. 2020. *An Introduction to the Geography of Health*. Second Edition. Routledge Publishers. ISBN: 9780367109653.

Recommended Texts: To add further context to textbook concepts, class discussions, and ongoing current events, a select set of supplemental readings may be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia, including integrating research and readings by scholars of various races and ethnicities, genders, sexualities, abilities, and other aspects of intersectionality.

Technology requirements: You will need access to a computer with an internet connection to access the D2L course site and other required course activities. To view some course materials, you will also need Adobe Reader to view PDF files, MS PowerPoint to view the lecture slides, MS Word or another word processor to view some course documents and to complete the applied research project. To function in this online course, you will also need to be able to use basic Internet functions, be familiar with using KSU's Desire2Learn (D2L) online learning management system, and regularly check your KSU email and D2L messages and announcements.

Course Policies

Attendance

Class Participation. For this class, you should be diligent about reading the required textbook as class activities (lectures, quizzes, exams, discussions, assignments, applied research project) are based on content directly from the textbook. Regular participation and meeting course graded activity deadlines are an essential component to succeeding in this class. Consider our class an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a graded activity deadline for a reasonable reason, please let me know via email along with a valid excuse (such as a doctor's note). If you have an unplanned missed deadline, please let me know about the reason via email as soon as possible after the missed due date occurs along with documentation for the reason for missing the due date. **Financial Aid Attendance Compliance:** You are responsible for determining your enrollment status in all classes to protect your financial aid monies. NOT ATTENDING A CLASS FOR WHICH YOU ARE REGISTERED IS NOT THE SAME AS **WITHDRAWING FROM THE COURSE.** You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.

Interaction and Engagement

This course provides regular and substantive interaction between the learners and the instructor by providing direct instruction via the instructor's lectures and classroom discussions, assessing and providing timely feedback on student coursework, providing information and responding to questions about the content, and facilitating discussions regarding the content of the course. The faculty member will also be monitoring student academic engagement and success (via the

various required course activities and the tools provided by D2L) and promptly and proactively engage in substantive interaction with a student when needed on the basis of such monitoring, or upon request by the student.

AI Use Allowed, but Not Required

This policy statement and text is from the KSU Syllabus Template: In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KSU Code of Academic Integrity.

Grading & Evaluation Policies

All graded activity due dates are clearly listed in multiple locations to help you stay organized and on schedule for successful completion of all course components. Due dates are clearly listed in the course grade activity descriptions below, in the module schedule further below in this syllabus, in D2L on each individual activity page, and in the online D2L course calendar. Typically, I will do my best to grade items and return feedback to you in the grade item submission area within D2L within one week of the due date for the item.

Late Work Policy

Late work may be accepted at the discretion of the instructor through either making pre-arrangements for a late submission with a valid excuse or for an unplanned missed due date with a valid excuse. Simply submitting a graded activity late without communicating with the instructor as to the reason why it was submitted late is unprofessional. Saying you were confused about due dates or simply forgot about the course requirements is also unprofessional. It is crucial to highlight that in professional settings, meeting deadlines and understanding expectations are fundamental. These skills transcend specific courses or majors and are vital in any career path. I encourage you to reflect on the importance of carefully reviewing course materials and their requirements, seeking clarification when needed, and managing deadlines effectively. Developing these skills during your academic journey is invaluable as they directly translate into success in your career. Late work most likely will not be accepted more than one week after the stated due date for a particular item. However, "life happens" and so it may be necessary for you to submit something late due to an unforeseen circumstance. Such issues are taken into account, but please communicate with the professor. So that final course grades can be submitted to the university on schedule, no late work will be accepted after the last official day of class for the term as stated in the official university calendar unless there is a valid reason (such as pre-arranged accommodations or a valid documented excuse such as a doctor's note).

Final Course Grading Scale

1,000 Total Possible Points. Final course grades will be assigned based upon the total points earned from the items described in detail below out of 1,000 total possible points, computed to a percentage according to the grade guideline below. To determine your percent grade, simply add up the total points you have earned in the course, then divide by the total possible points in the course (1,000 total possible points), then multiple by 100 to arrive at your percent grade out of 100 percent.

A = 90% to 100%   B = 80% to 89%   C = 70% to 79%   D = 60% to 69%   F = 0% to 59%

I will round up final course grades if they are > or = 0.5 or above, for example, an 89.6 is an A, but 79.2 is a C.

Midterm Exam (100 points)

The midterm exam is completed in D2L and covers reading from Chapters 1-6 from the Hazen textbook, lectures/discussions, and any ancillary materials as indicated in the course schedule up through the week of the exam. The exam consists of 50 multiple choice questions worth two points each for a total of 100 points.
- ▪ Due October 6 by 11:59 PM

Final Exam (100 points)

Per the Spring 2023 Final Exam Schedule from the KSU Office of the Registrar, the final exam for this course is officially scheduled for Tuesday, May 2, 10:30 AM to 12:30 PM in SO 3022. It will be completed via D2L and covers reading from Chapters 7-11 from the Hazen textbook, lectures/discussions, and any ancillary materials as indicated in the course

schedule up through the week of the exam. The exam consists of 50 multiple choice questions worth two points each for a total of 100 points.

- Due December 3 by 11:59 PM

Reading Quizzes (100 points)

There will be ten multiple choice reading quizzes throughout the course, each with 5 questions worth 2 points each for a total of 10 points for each quiz and an overall total of 100 points for the total reading quizzes grade for the course. Quizzes are multiple choice, directly based on material from the required textbook for this course and related lectures, and completed on D2L. D2L will grade the quizzes automatically so you will be able to see your grade immediately upon completing the quiz.

- Reading Quiz 1: August 25
- Reading Quiz 2: September 1
- Reading Quiz 3: September 8
- Reading Quiz 4: September 22
- Reading Quiz 5: September 29
- Reading Quiz 6: October 20
- Reading Quiz 7: October 27
- Reading Quiz 8: November 3
- Reading Quiz 9: November 10
- Reading Quiz 10: November 17

Four Discussion Activities (4 discussion activities worth 50 points each for a total of 200 points)

There will be four online discussion forums throughout the course, each worth 50 points for a total of 200 points. You must respond in detail (see discussion grading rubric below for specific requirements) to the selected discussion topic prompt/question and respond in one paragraph each to at least 3 other classmates' responses to create a dialogue around the topics that the entire class is participating in.

1. Discussion 1: Introduce Yourself: August 25
2. Discussion 2: September 8
3. Discussion 3: September 22
4. Discussion 4: November 17

Grading Rubric for Each Discussion Activity

Criteria	Exemplary	Midpoint	Unsatisfactory
Content appropriately Responds to Discussion Instructions / Questions / Prompts 20 points	Fully addresses all aspects of the discussion prompt. Delivers a clear and focused post that directly answers the question(s) / prompt(s) and demonstrates critical thinking. May introduce relevant outside information or personal experience(s) to enhance the discussion. Demonstrates a thorough understanding of the topic under discussion. Analysis is insightful and well-developed. Uses relevant geographical concepts and terminology accurately. Provides strong supporting evidence (data, examples) to back up claims.	Addresses most aspects of the discussion prompt, but may miss some minor details. Response may be somewhat focused, but might deviate slightly from the main question(s) / prompt(s). Demonstrates a basic understanding of the topic under discussion. Analysis is somewhat developed but may lack depth. May use some geographical concepts and terminology, but may not always be accurate. Provides some supporting evidence, but it may be weak or irrelevant.	Does not fully address the discussion prompt. May misunderstand key elements of the question(s) / prompt(s). Response is not focused and may stray significantly from the intended topic. Demonstrates a weak understanding of the topic under discussion. Analysis is lacking or underdeveloped. Does not use geographical concepts or terminology. Lacks supporting evidence.
Length (Main Discussion Post) 10 points	Meets or exceeds the minimum 300-word requirement. Content is well-distributed and provides a	Length is between 200 and 299 words.	Length is less than 200 words.

Criteria	Exemplary	Midpoint	Unsatisfactory
	substantial contribution to the discussion.		
Grammar and Spelling 5 points	Writing is free of grammatical errors and typos. Sentences are varied and well-constructed.	Writing contains some grammatical errors and typos, but they do not hinder overall understanding. Sentences may be repetitive or unclear at times.	Writing contains frequent grammatical errors and typos that significantly hinder understanding. Sentences are poorly constructed and difficult to read.
References / Citations 5 points	When applicable, includes relevant reference citations using a consistent style guide (e.g., APA, MLA) to support claims made in the discussion post.	May or may not include citations. If included, there may be inconsistencies in style or some missing citations.	Does not include any citations, even when relevant information is clearly sourced from outside materials.
Meaningful Responses to At Least Three Other Students' Discussion Posts 10 points	Identifies and responds thoughtfully to at least three classmates' posts (minimum 50 words per response). Responses demonstrate active reading of others' posts, build upon others' ideas, and contribute meaningfully to the overall discussion. May ask insightful questions to stimulate further discussion.	Fewer than three responses to another students' discussion posts. Or, if there are at least three responses to classmates' posts, but responses are short or brief (less than 50 words) or generic or lack substance and depth; may not demonstrate a clear connection to the classmate's original post.	No responses to other students' discussion posts.
Total	50 points	15 points	0 points

Four GIS Assignments (4 assignments worth 50 points each for a total of 200 points)

Each assignment introduces and guides students through the use of geographic information systems (GIS) for health geography applications using ESRI ArcGIS Online. No prior GIS experience is needed, so the assignments are accessible to all students regardless of level of familiarity with GIS prior to enrolling in this course. We will spend some time in class going over ArcGIS online early in the semester and also prior to each GIS assignment being due. This will provide time for questions and discussion about ArcGIS Online applicability to health geography in general and about the assignments in particular. Assignments are submitted online via the course D2L assignment dropbox. Please also find additional resources about ArcGIS Online and links to each assignment dropbox in the "GIS Assignments" folder/module in the D2L course site (Note: some of these GIS assignments have been developed in partnership among Dr. McDaniel, Prof. Ingram, and GIS Directed Applied Research students). For ArcGIS Online Tech Support, please contact Prof. Uli Ingram, KSU GIS Lab Manager and Senior Lecturer of Geographic Information Systems, at uingram@kennesaw.edu.

1. Assignment 1: September 15
2. Assignment 2: September 29
3. Assignment 3: October 20
4. Assignment 4: October 27

Grading Rubric for GIS Assignments

	Exemplary	Midpoint	Unsatisfactory
Topic and Argument Is there a clear and convincing argument in the Storymap?	15 points Storymap makes a strong convincing argument related to the assignment topic.	7.5 points Storymap makes an argument related to the assignment topic but lacks supporting evidence included in the storymap,	0 points Storymap does not make an argument related to the assignment topic, and/or no supporting evidence included in the storymap.

	Exemplary	Midpoint	Unsatisfactory
		or argument could be much stronger.	
Evidence Do the textual descriptions and the evidence (texts, images, and maps) provided contribute meaningfully to the construction of the argument?	10 points Storymap narrative text, images, and maps contribute meaningfully to the construction of the argument.	5 points Storymap narrative text, images, and maps only partially contribute to the purpose of the assignment, or could be stronger with additional evidence included, or some items not as relevant to the purpose of the assignment.	0 points Storymap does not contain evidence to contribute meaningfully to the purpose of the assignment.
Required Content Your storymap for the assignment should contain: -at least 2 separate map components, and each map point/feature should have an appropriate map legend and description. -at least 2 additional images (photos, graphs, additional maps, etc.) that support the text narrative and purpose of the assignment. -Text narrative that guides the reader/viewer through your storymap, with appropriate section headings. -Citations to references within the text narrative where appropriate/needed and citation details included in a Reference List at end of storymap.	10 points Storymap contains all required content components.	5 points Storymap contains some of the required content components but is also missing some components.	0 points Storymap does not contain any of the required content components.
Digital Literacy Does the author make effective use of the digital platform to provide a media-rich presentation of the assignment topic beyond what you could do in a traditional essay assignment?	5 points Storymap makes effective use of the digital platform to provide a media-rich presentation of the assignment topic beyond what you could do in a traditional essay assignment.	2.5 points Storymap makes average use of the digital platform beyond what you could do in a traditional essay assignment, but more could have also been done.	0 points Storymap does not make effective use of the digital platform for the assignment.
Style Could a general audience understand the information presented? Is the storymap well-edited, well-organized, and easy to follow?	5 points Storymap is accessible to a general audience to understand the information presented and Storymap is well-edited, well-organized, and easy to follow.	2.5 points Storymap is accessible and functional to some users but may be more difficult to navigate and interact with for other users. Could be better edited, or better organized.	0 points Storymap is not understandable by a general audience, is not well-edited, is not well-organized, and is not easy to follow.

	Exemplary	Midpoint	Unsatisfactory
Mechanics Is the Story Map free from citation/reference errors as well as from grammatical, spelling or punctuation errors?	5 points Storymap is free from citation/reference errors as well as grammatical, spelling, and punctuation errors.	2.5 points Storymap is mostly free from citation/reference errors as well as grammatical, spelling, and punctuation errors, but also contains some of these errors.	0 points Storymap contains many unacceptable errors with citations/references, grammatical errors, spelling errors, and punctuation errors.
TOTAL	**50 points**	**25 points**	**0 points**

Applied Research Project

Overview: The major semester project for this class is an applied research project that will result in practical, applied recommendations about the particular topic for a local level geography area of your choosing (such as Cobb County, the Atlanta Metropolitan Statistical Area, the State of Georgia, or similar local/regional geography focus area in another part of the country that is of strong interest to you). There are three grade component deliverables for the project, described in further detail below: an ArcGIS Online StoryMap, a Presentation, and a project Discussion activity.

Potential Topics: You should select a health geography related topic of interest and research how that topic impacts a particular local level geography area of your choosing (such as Cobb County, the Atlanta Metropolitan Statistical Area, the State of Georgia, or similar local/regional geography focus area in another part of the country that is of strong interest to you). Your research project about the topic's impact on the location should also result in practical, applied recommendations about the particular topic for the geographic area selected. The Hazen textbook table of contents and the weekly course schedule in this syllabus contain many examples of health geography applied project topic ideas that you may be interested in selecting, or you may also propose your own topic of interest that is relevant to the course focus. Look to these topics for suggestions and ideas, and consider how one or more of those topics could be explored in the local geography area you select. You should approach the applied project as if you are a population and health geographer consultant who has been retained by the Atlanta-based Centers for Disease Control and Prevention (CDC) to study the past, present, and future of the specific topic. Consider the following ideas when thinking about planning your project: What data should I include? What secondary data sources do I need to compile data from (such as census data, public health data available from a variety of sources, etc.)? Should I include a SWOT Analysis (Strength, Weaknesses, Opportunities, and Threats) about the particular topic as it relates to the local geography area selection, such as the Atlanta metropolitan area. What recommendations can I develop related to the topic that would be useful for local leadership in the geographic area selected as well as for CDC officials.

Deliverables: A detailed storyboard outline of your project for planning purposes (50 points), an ArcGIS Online StoryMap of your findings (draft version for instructor feedback is out of 50 points; final version is out of 100 points), a Presentation of findings in a format suitable for dissemination at a professional conference (50 points), and a Discussion activity (50 points). The total applied research project grade is out of 300 points. Resources related to the Applied Research Project will be posted in the Applied Research Project Module folder in D2L. Additional details about each project grade component are below:

Applied Research Project ArcGIS Online StoryMap (200 points)

An ArcGIS Online StoryMap created via ArcGIS Online visually summarizing the background/context/main points/recommendations of the project and your project report (100 points). The StoryMap will be prepared in a format suitable for presentation at an academic/professional conference, such as the KSU Symposium of Student Scholars, Georgia Academy of Sciences, or the Southeastern Division of the American Association of Geographers. Please refer to the grading rubric below to know what items to include in your applied research project storymap and how your storymap will be graded (the point structure in the rubric below is for the final version of your storymap; please also refer to this rubric when constructing your draft version of your storymap, keeping in mind that the point structure will be half since the draft version is only out of 50 possible points). You will have much practice in creating ArcGIS Online Storymaps throughout the semester via the different GIS Assignment activities. We will also spend time in class discussing storymap examples related to particular course topics and also time to discuss the ArcGIS Online assignments. Your final Applied Research Project StoryMap will be the result of various steps throughout the semester, including selecting a topic,

completing a storyboard planning document to help plan out your project, submitting a draft version of your project StoryMap for instructor feedback, and then submitting the final version of your StoryMap:
- Project topics due September 15 (post your topic in the Applied Research Project Topics discussion forum in D2L)
- Storyboard Planning Outline to help plan out your project due October 6 (50 points)
- StoryMap Draft (for instructor feedback) due November 3 (50 points)
- Final StoryMap due November 22 (100 points)

Applied Research Project Presentation (50 points)

The project presentation should be approximately 5 to 10 minutes and must be in the form of a voice over audio/video screen capture recording. The presentation of your project can consist of simply guiding viewers through your Final Applied Research Project GIS StoryMap or a digital presentation file (such as PPT or Prezi using screen shots from your Google Earth Project) summarizing your Google Earth Project. However, the presentation must include a recorded presentation of your project presented to the class that in addition to posting to the presentation assignment dropbox in D2L, you also post the presentation recording to the Applied Research Project Discussion forum (see the next item below). An asynchronous recorded presentation of your final project presentation is the online course equivalent of presenting your final project in class in a face-to-face course. KSU provides the Mediaspace Kaltura platform to record screen capture audio/video recordings that are saved online and also automatically incorporates accessibility features such as automatically captioning the video and creating a transcript for accessibility purposes. Please see the "Kaltura Capture – Desktop Recorder for Kaltura MediaSpace – Guide for Students". This is the same platform Dr. McDaniel uses for the lecture recordings in this and other online courses.
- Presentation due November 22 (50 points)

Applied Research Project Discussion (50 points)

In this discussion activity, please post the link to your Applied Research Project StoryMap along with a general overview summary of your project and also post your final project presentation so that others can easily view these items. Classmates should be able to click on the link to your project StoryMap to view and interact with your StoryMap and they should also be able to view your presentation of the project (consider this as the online asynchronous course equivalent of presenting your final project to the class in class if this were a face-to-face course). Please also respond to at least three other students' final project discussion posts after viewing their posted final projects and final project presentations. The Grading Rubric for Discussion Activities in the course syllabus also applies to this discussion activity.
- Due December 2 (50 points)

Grading Rubric for Applied Research Project ArcGIS Online StoryMap

	Exemplary	Midpoint	Unsatisfactory
Project Topic and Argument Is there a clear and convincing research-based argument in the Storymap?	30 points Storymap makes a strong research-based convincing argument related to the project topic.	15 points Storymap makes an argument related to the project topic but lacks supporting research-based evidence included in the storymap, or argument could be much stronger.	0 points Storymap does not make an argument related to the project topic, and/or no supporting evidence included in the storymap.
Evidence Do the textual descriptions and the evidence (texts, images, and maps) provided contribute meaningfully to the construction of the argument?	20 points Storymap narrative text, images, and maps contribute meaningfully to the construction of the argument.	10 points Storymap narrative text, images, and maps only partially contribute to the purpose of the project, or could be stronger with additional evidence included, or some items not as relevant to the purpose of the project.	0 points Storymap does not contain evidence to contribute meaningfully to the purpose of the project.

	Exemplary	Midpoint	Unsatisfactory
Required Content Applied research project storymap should contain: -at least 4 separate map components, and each map point/feature should have an appropriate map legend and description. -at least 4 additional images (photos, graphs, additional maps, etc.) that support the text narrative and purpose of your project. -Text narrative that guides the reader/viewer through your storymap, with appropriate section headings. -Citations to references within the text narrative where appropriate/needed and citation details included in a Reference List at end of storymap.	20 points Storymap contains all required content components.	10 points Storymap contains some of the required content components but is also missing some components.	0 points Storymap does not contain any of the required content components.
Digital Literacy Does the author make effective use of the digital platform to provide a media-rich presentation of the project topic beyond what you could do in a traditional paper?	10 points Storymap makes effective use of the digital platform to provide a media-rich presentation of the project topic beyond what you could do in a traditional paper.	5 points Storymap makes average use of the digital platform beyond what you could do in a traditional paper, but more could have also been done.	0 points Storymap does not make effective use of the digital platform for this project.
Style Could a general audience understand the information presented? Is the storymap project well-edited, well-organized, and easy to follow?	10 points Storymap is accessible to a general audience to understand the information presented and Storymap is well-edited, well-organized, and easy to follow.	5 points Storymap is accessible and functional to some users but may be more difficult to navigate and interact with for other users. Could be better edited, or better organized.	0 points Storymap is not understandable by a general audience, is not well-edited, is not well-organized, and is not easy to follow.
Mechanics Is the Story Map free from citation/reference errors as well as from grammatical, spelling or punctuation errors?	10 points Storymap is free from citation/reference errors as well as grammatical, spelling, and punctuation errors.	5 points Storymap is mostly free from citation/reference errors as well as grammatical, spelling, and punctuation errors, but also contains some of these errors.	0 points Storymap contains many unacceptable errors with citations/references, grammatical errors, spelling errors, and punctuation errors.
TOTAL	**100 points**	**50 points**	**0 points**

Course Expectations

Communication Rules/Course Etiquette

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. When in an online environment such as D2L, the do's and don'ts of online communication are referred to as **Netiquette**. This netiquette resource may prove useful.

How to Succeed in this Class

To succeed in this class, you will need to attend class meetings, and refer to the detailed schedule in this syllabus which lists the course modules week-by-week and the due dates for quizzes, exams, GIS assignments, and Applied Research Project. The D2L course calendar also specifies due dates for all course items. You need to have and make the time to complete all the activities, participate in discussions, attend class meetings, and be proactive and open-minded to learning. You also need to be self-motivated and self-disciplined to succeed.

What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain about how to properly cite a particular source, check out the RCHSS ODE's Plagiarism Resources (for MLA and APA) for more information.

Institutional Policies

Federal, BOR, & KSU Course Syllabus Policies

There are numerous federal, University System of Georgia (USG) Board of Regents (BOR), and KSU course syllabus policies that outline students' rights and responsibilities. Students are responsible for visiting the KSU website that lists these and for being familiar with all of the policies listed. For detailed information, visit the Course Syllabus Policies page.

Americans with Disabilities Act (ADA) Compliance Policy

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at 470-578-2666. For more information, visit KSU's Institutional Policies page.

KSU Non-Discrimination Statement

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. For more information, visit KSU's Office of Institutional Equity page.

Codes of Conduct

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. The KSU Codes of Conduct include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies. For more information, visit KSU's Department of Student Conduct and Academic Integrity page.

KSU Student Resources

A wealth of resources is available on campus for students. Visit the KSU Student Resources page and KSU Required Syllabus Information page for detailed information about: Coronavirus (COVID-19); Technology Assistance; Student

Support and Wellness; Academic Resources (including Grade Appeals). You can also access information regarding Financial Aid, the Registrar, and the Bursar by visiting their websites. KSU's Online Learning Support division is also available if you need assistance with online courses.

KSU Writing Center

You are strongly encouraged to take advantage of the KSU Writing Center, a free resource to help you improve any kind of writing in any subject. Friendly, experienced peer writing assistants work with you one-on-one to develop strategies for topic development, revision, editing, source documentation, and much more. Appointments are available online in real time as well as on both campuses (K-English 242 and M-Johnson 237) and can be scheduled one hour to two weeks in advance. The Writing Center also offers specialized support for graduate students and includes the English Language Program (formerly the ESL Center), which provides a variety of tutoring, advising, and mentoring services for students whose primary language is not English. For more information, visit the KSU Writing Center page to reserve your appointment and to learn more about Writing Center services and online resources.

Course Schedule

Below is an outline of the content and activities in each module of the course. Dates below indicate the date the module begins. Due dates are listed within this schedule below, in the Grading and Evaluation Policies section earlier in this syllabus, and are also clearly listed in the online D2L course calendar and on each graded activity item within D2L. All due dates for activities are in Eastern Time and are due by 11:59 PM on D2L on the specified due date.

Week	Modules	Module Topics, Readings, & Items Due	Due Dates
Weeks 1 & 2: August 12-25	Module 00: Start Here Module 01: Introduction	**Module 00: Start Here** ▪ Getting started, course introduction **Module 01: Introduction** Read Geography.com website for general quick refresher overview of the discipline of geography. Hazen Ch. 1: Introduction **Due:** Quiz 1 Discussion 1: Introductions	August 25: -Quiz 1 -Discussion 1
Week 3: August 26-September 1	Module 02: Ecological Approaches to Health	**Module 02: Ecological Approaches to Health** Hazen Ch. 2: Ecological Approaches to Human Health **Due:** Quiz 2	September 1: -Quiz 2
Week 4: September 2-8	Module 03: Population-Scale Processes	**Module 03: Population-Scale Processes** Hazen Ch. 3: Population-Scale Processes: Demographic Change and the Evolution of Pathogens and Vectors **Due:** Quiz 3 Discussion 2: Chapters 1-3	September 8: -Quiz 3 -Discussion 2
Week 5: September 9-15	Module 04: Environmental Change & Infectious Diseases	**Module 04: Environmental Change & Infectious Diseases** Hazen Ch. 4: Environmental Change and Emerging Infectious Diseases **Due:** GIS Assignment 1 Applied Research Project Topics (post to the Applied Research Projects discussion forum on D2L)	September 15: -GIS Assignment 1 -Applied Research Project Topics

Week	Modules	Module Topics, Readings, & Items Due	Due Dates
Week 6: September 16-22	Module 05: Environmental Exposures	**Module 05: Environmental Exposures** Hazen Ch. 5: Environmental Exposures **Due:** Quiz 4 Discussion 3: Chapters 4-5	September 22: -Quiz 4 -Discussion 3
Week 7: September 23-29	Module 06: Cartography & Geospatial Science	**Module 06: Cartography & Geospatial Science** Hazen Ch. 6: Cartography and Geospatial Science in Health Review the following websites and articles: ▪ ESRI: GIS in Health and Human Services ▪ NCBI: Use of Mapping as a Public Health Tool—From Cholera to Cancer ▪ CDC: GIS and Public Health at CDC ▪ CDC: What is GIS ▪ CDC: GIS at CDC Examples ▪ CDC: GIS Interactive Web Apps and Data ▪ CDC: GIS Resources **Due:** Quiz 5 GIS Assignment 2	September 29: -Quiz 5 -GIS Assignment 2
Week 8: September 30-October 6	Module 06.1: Midterm Exam	**Module 06.1: Midterm Exam** The exam is completed in D2L and covers reading from Chapters 1-6 from the Hazen textbook, lectures/discussions, and any ancillary materials as indicated in the course schedule up through the week of the exam. The exam consists of 50 multiple choice questions worth two points each for a total of 100 points. **Due:** Midterm Exam Applied Research Project Storyboard Planning Outline Note: A midterm course grade will be assigned by the midterm grade due date identified on the Fall 2024 academic calendar. This midterm course grade is based on all your graded activities for this course up to this point in the semester for assessing mid-semester performance prior to the last day to withdraw without academic penalty. You may view your midterm course grade in Owl Express. Note that only your final course grade will be officially recorded on your academic transcript.	October 6: -Midterm Exam -Applied Research Project Storyboard Planning Outline
Week 9 & 10: October 7-20	Module 07: Socioeconomic Environments	**Module 07: Socioeconomic Environments** Hazen Ch. 7: Socioeconomic Environments **Due:** Quiz 6 GIS Assignment 3 October 8-11: Dr. McDaniel away at the annual meeting of the Engagement Scholarship Consortium (ESC). October 16-20: Dr. McDaniel away at the annual meeting of the National Council for Geographic Education (NCGE).	October 20: -Quiz 6 -GIS Assignment 3

Week	Modules	Module Topics, Readings, & Items Due	Due Dates
Week 11: October 21-27	Module 08: Culture & Identity	**Module 08: Culture & Identity** Hazen Ch. 8: Culture and Identity **Due:** Quiz 7 GIS Assignment 4 October 25: Last Day to Withdraw	October 27: -Quiz 7 -GIS Assignment 4
Week 12: October 28-November 3	Module 09: Power & Politics of Health	**Module 09: Power & Politics of Health** Hazen Ch. 9: Power and Politics of Health **Due:** Quiz 8 Applied Research Project StoryMap Draft due for instructor feedback.	November 3: -Quiz 8 -Applied Research Project StoryMap Draft due for instructor feedback
Week 13: November 4-10	Module 10: Geographies of Healthcare	**Module 10: Geographies of Healthcare** Hazen Ch. 10: Geographies of Healthcare **Due:** Quiz 9	November 10: -Quiz 9
Week 14: November 11-17	Module 11: Health Policymaking from Geographic Perspectives	**Module 11: Health Policymaking from Geographic Perspectives** Hazen Ch. 11: Integrating Approaches to the Study of the Geography of Health: Policymaking from Geographic Perspectives **Due:** Quiz 10 Discussion 4: Chapters 6-11	November 17: -Quiz 10 -Discussion 4
Week 15: November 18-24	Module 12: Applied Research Project	**Module 12: Applied Research Project** **Due November 22:** Applied Research Project StoryMap Applied Research Project Presentation	November 22: -Applied Research Project StoryMap -Applied Research Project Presentation
Week 16: November 25-December 1	FALL BREAK	**FALL BREAK / THANKSGIVING BREAK** November 23-26: Dr. McDaniel away at the annual meeting of the Southeastern Division of the American Association of Geographers (SEDAAG).	
Week 17: December 2-3	Module 12: Applied Research Project Module 13: Final Exam	**December 2: Last official day of classes for Fall 2024 semester!** **Due December 2:** Applied Research Project Discussion **Module 13: Final Exam** The exam is completed in D2L and covers reading from Chapters 7-11 from the Hazen textbook, lectures/discussions, and any ancillary materials as indicated in the course schedule up through the week of the exam. The exam consists of 50 multiple choice questions worth two points each for a total of 100 points.	December 2: -Applied Research Project Discussion December 3: -Final Exam

Week	Modules	Module Topics, Readings, & Items Due	Due Dates
		Due December 3: Final Exam Dr. McDaniel will be calculating and submitting final course grades on December 4.	