



**KENNESAW STATE**  
UNIVERSITY

## SYLLABUS

NORMAN J. RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF GEOGRAPHY AND ANTHROPOLOGY  
GEOG 4490-01W (SPECIAL TOPICS): HEALTH GEOGRAPHY  
SPRING 2021

## Course Information

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Class meeting time: Online, Asynchronous  
Modality and Location: Online, Asynchronous

## Instructor Information

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**Name:** Dr. Paul N. McDaniel, Associate Professor of Geography

**Email:** [paul.mcdaniel@kennesaw.edu](mailto:paul.mcdaniel@kennesaw.edu)

**Office Location:** Math & Statistics Building (MS) 236 (a [SafeSpace](#))

**Office phone:** 470-578-4918

**Office Hours:** Virtual via Microsoft Teams

**Preferred method of communication:** Email or D2L Message

**Faculty Web:** <http://facultyweb.kennesaw.edu/pmcdan1>

**Email and Classroom Response Times:** I will check my email and D2L messages at least once a day, not including weekends or holidays. Monday through Friday, I will respond to all emails within 24 hours. Over the weekend (starting Friday at 5 p.m.) I will respond to all emails on Monday. Please contact me when you have questions or need clarification. KSU Writing Center [Guide on Writing Professional Emails](#).

*The professor reserves the right to revise this syllabus at his discretion.*

## Course Description

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**Catalog description:** 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 to health, considering interactions between humans and their environments. Second, a social 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.

**Longer description:** The geography of health is a thriving area of study that considers the impact 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 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. A second focus is social theory, exploring how aspects such as race, socioeconomic status, and identity play a critical role in influencing human health. A third section of the course considers how spatial methods (cartography, GIS, and spatial statistics) can help answer health-related questions such as the global and local impacts of a pandemic.

## Course Materials

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**Required Texts:** The following is required reading for this course. Please see the syllabus schedule for specific readings each week.

- Hazen, Helen, and Peter Anthamatten. 2020. *An Introduction to the Geography of Health*. Second Edition. Rowman & Littlefield 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, sexual orientations, 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. 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 assignments and project. To function in this online course, you will also need to be able to use basic Internet functions, email, D2L, and MS Office products.

## Learning Outcomes

Through this course, students should 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.

## Course Requirements, Assignments, Evaluation, and Grading Policies

All activity due dates are clearly listed in the chart below, in the weekly module schedule further below in this syllabus, in D2L on each individual activity page, and in the D2L course calendar.

Activity	Points	Due Dates (each activity is due on D2L by 11:59 PM on the date specified)
<p><b>Discussions (4 discussion activities worth 50 points each for a total of 200 points):</b> 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.</p>	200 points	Discussion 1: January 24 Discussion 2: February 7 Discussion 3: February 21 Discussion 4: April 25
<p><b>GIS Assignments (6 assignments worth 50 points each for a total of 300 points):</b> Each assignment introduces and guides students through the use of geographic information systems (GIS) for health geography applications. 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. Assignments are submitted online via the course D2L assignment dropbox. (Note: These GIS assignments have been developed in partnership among Dr. McDaniel, Prof. Ingram, and GIS Directed Applied Research students).</p> <p>For GIS Tech Support, please contact Prof. Uli Ingram, GIS Lab Manager and Senior Lecturer of Geographic Information Systems, at <a href="mailto:uingram@kennesaw.edu">uingram@kennesaw.edu</a>.</p>	300 points	GIS Assignment 1: February 28 GIS Assignment 2: March 21 GIS Assignment 3: March 28 GIS Assignment 4: April 4 GIS Assignment 5: April 11 GIS Assignment 6: April 18
<p><b>Midterm Exam:</b> The exam is completed in D2L and covers reading from Chapters 1-6 from the Hazen textbook, lectures/discussions, and any ancillary</p>	100 points	Midterm Exam: March 7

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.		
<b>Final Exam:</b> 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.	100 points	Final Exam: May 6
<b>Applied Research Project Paper:</b> See project details and applied research project paper grading rubric below for requirements.	100 points	Topics due: January 31 Paper due: April 26
<b>Applied Research Project Poster or GIS StoryMap:</b> See project details below.	100 points	Poster or StoryMap: April 26
<b>Applied Research Project Presentation:</b> See project details below.	50 points	Presentation: April 26
<b>Applied Research Project Discussion:</b> See project details below.	50 points	Discussion: May 3
<b>TOTAL</b>	<b>1000 points</b>	

Final course grades will be assigned based upon the total points from the items above out of 700 total possible points, computed to a percentage according to the grade guideline below.

Percentage Grade	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

**Grading Rubric for Each Discussion Assignment**

	Exemplary	Midpoint	Unsatisfactory
Content	10 points Post contains unique and novel ideas. Shows you have thought critically about the material and addresses all questions in the prompt.	5 points Post is substantial but does not show much critical thinking about the topic. Mainly summarizes the main point or restates what has already been said by others.	0 points Post has little substance, off topic, does not contribute to the discussion.
Spelling & Grammar	10 points 0-4 spelling and/or grammar mistakes.	5 points 5-9 spelling and/or grammar mistakes.	0 points 10+ spelling and/or grammar mistakes.
Reference and Support	10 points The post has clearly and explicitly referenced material to the readings and personal experiences to reinforce the opinion/statements.	5 points Some material or personal experiences are referenced.	0 points There is no clear support for the statements.
Length of Post	10 points Post is 350 words or more.	5 points Post is 201 to 349 words.	0 points Post is less than 200 words.
Meaningful Responses to Three Other Students' Posts	10 points Three responses are each 50 words or more and show strong evidence of thought.	5 points Responses are 25 to 49 words OR don't show strong evidence of thought OR less than three responses.	0 points No response posts.

**Applied Research Project (30 percent of total course grade):** 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). 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. You will also need to prepare a poster summarizing the findings and also a presentation of findings in a format suitable for dissemination at an professional conference.

Project deliverables include three components that total 300 points (30 percent of course grade):

1. **Applied Research Project Paper:** A 10-page written report with recommendations (100 points; 10 percent of course grade). The report must be in the following format: 12-point Times New Roman font, double-spaced, 1-inch margins. Please select a citation/reference format of your choice (such as APA, MLA, Chicago style, etc.), but be consistent in your selection. Please use the resources (including handouts about formatting guidelines, referencing, and citations, as well as writing tips) from the KSU Writing Center as you prepare your report: <https://writingcenter.kennesaw.edu/resources/handouts.php>. KSU Writing Center staff are also available to meet about help and guidance with writing. Please also refer to the grading rubric below to know what items to include in your report, length requirements, and how your report will be graded.
2. **Applied Research Project Poster or GIS StoryMap:** A research poster or GIS StoryMap visually summarizing the background/context/main points/recommendations of the project and your project report (100 points; 10 percent of course grade). You may choose to prepare either a traditional research poster OR a visual GIS StoryMap (if you are familiar with that platform and would prefer to use it for this visual aspect of the project) format for this component of the project. The poster or 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. If you select the poster option, since this is an online class the posters would not actually be printed out, but submitted as digital PPT files, please consult the following resources from the KSU Office of Undergraduate Research as you plan and prepare the poster:
  - a. Information about preparing a research poster is available from the KSU Office of Undergraduate Research: <https://research.kennesaw.edu/our/students/make-a-poster.php>
  - b. Two different poster PPT template files (with appropriate dimensions already formatted) are also available from the KSU Office of Undergraduate Research: <https://research.kennesaw.edu/our/students/undergraduate-research-poster-printing.php>
  - c. If you choose the GIS StoryMap option (based on your prior familiarity and preference for this option), here is more info about ArcGIS StoryMaps: <https://storymaps.arcgis.com/>
3. **Applied Research Project Presentation and Discussion:** A 5 minute summary presentation (50 points) and project discussion forum (50 points) (all project deliverables are due on the specified due date: see course schedule). The presentation may be in the form of a voice over audio/video screen capture recording of you guiding viewers through your digital presentation file (such as PPT or Prezi) or through your GIS StoryMap if you chose that format.
  - a. In addition to the above, within the Applied Research Project discussion forum, you must also post your Poster or StoryMap AND your Presentation, along with the title and brief summary description text, AND respond to at least three other students' final project discussion posts after viewing their projects.
  - b. Bonus points will be awarded at the discretion of the instructor if you submit an abstract of your applied research project (abstract due March 22) and present your project poster or presentation at the virtual KSU Symposium of Student Scholars on April 29. Please refer to the following information about the Symposium for more information: <https://research.kennesaw.edu/our/symposium-student-scholars/spring-edition.php>.

The total applied research project grade is out of 300 points (30 percent of total course grade). Resources related to the Applied Research Project will be posted in the Applied Research Project Module in D2L.

**Grading Rubric for the Applied Research Project Report Paper Component:**

	Exemplary	Midpoint	Unsatisfactory
Geography Content Explains "The Why of Where"	30 points Paper has a strong spatial focus.	15 points	0 points Paper lacks spatial content.

		Paper has somewhat of a geographic focus, could be stronger.	
In-Text Citations	15 points  All sources listed in the reference list are cited in the text of the paper	7.5 points  Some citations are in the text, but not all sources in the bibliography are cited	0 points  No citations from the reference list. PAPER WILL BE GRADED "D" OR LOWER.
Reference List	15 points  10+ sources, alphabetized, follows consistent citation format, at least 2 peer-reviewed journals	7.5 points  5-9 sources, needs formatting attention, may or may not have scholarly sources	0 points  1-4 sources, bibliography not alphabetized, poorly formatted
Maps & Images	10 points  Paper has 1+ map and 1+ image, both referred to in the text.	5 points  Paper has only one map or image, may or not be referred to in text.	0 points  No maps, no images.
Proof-reading	10 points  0-9 spelling and/or grammar mistakes.	5 points  10-19 spelling and/or grammar mistakes	0 points  20+ spelling and/or grammar mistakes.
Length of paper	10 points  Paper has 10 or more pages of double-spaced text (times new roman font, 1-inch margins). Length of paper is the body text of the paper and is not inclusive of cover page, maps and images, or references pages.	5 points  Paper has 4-5 pages of text.	0 points  Paper has 0-3 pages of text.
Subheadings (these add focus)	10 points  3-5 subheadings	5 points  1 – 2 subheadings	0 points  No subheadings

You will submit your paper via dropbox on D2L. A plagiarism detection device will be used.

## Course Policies

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**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.

## Institutional Policies

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Institutional Policies are found at this link: [Federal, BOR, & KSU Course Syllabus Policies](#)

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. <http://diversity.kennesaw.edu/>

## KSU Student Resources

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This link contains information on help and resources available to students: [KSU Student Syllabus 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 also listed in the separate "Schedule Overview" document and in the D2L course calendar. All due dates for activities are in Eastern Standard Time and are due by 11:59 PM on D2L on the specified due date.

Week	Date/Module	Modules/Content/Reading/Activities	Due Dates
1 and 2	January 11-24  Module 00  Module 01	<p><b>Module 00: Start Here</b></p> <ul style="list-style-type: none"> <li>Getting started, course introduction</li> </ul> <p><b>Module 01: Introduction</b> Hazen Ch. 1: Introduction</p> <ul style="list-style-type: none"> <li>What is the geography of health?</li> <li>The evolution of health geography: changing approaches to health and disease</li> <li>Modeling a geographic approach: understanding the 2013-2016 Ebola outbreak using geographic techniques</li> <li>Ecological approaches</li> <li>Social approaches</li> <li>Combining ecological and social approaches</li> </ul> <p>Items Due: Discussion 1 (Introduction Discussion)</p>	January 24: Discussion 1
<b>Section I: Ecological Approaches to Human Health</b>			
3	January 25-31  Module 02	<p><b>Module 02: Ecological Approaches to Health</b> Hazen Ch. 2: Ecological Approaches to Human Health</p> <ul style="list-style-type: none"> <li>Ecology of human health, disease transmission, adaptation</li> <li>Cultural ecology of disease, example of cultural ecology of Chagas disease (American trypanosomiasis)</li> <li>Disease cycles</li> <li>Landscape epidemiology, water and disease, example of landscape epidemiology of schistosomiasis</li> <li>The urban environment, example of dengue fever adapting to the urban environment</li> </ul> <p>Items Due: Applied Research Project Topics (post to the Applied Research Projects discussion forum on D2L)</p>	January 31: Applied Research Project Topics Due
4	February 1-7  Module 03	<p><b>Module 03: Population-Scale Processes</b> Hazen Ch. 3: Population-Scale Processes: Demographic Change and the Evolution of Pathogens and Vectors</p> <ul style="list-style-type: none"> <li>The demographic transition</li> <li>The epidemiological transition</li> <li>Human population genetics and migrations</li> <li>Diet and health</li> <li>Pathogen and vector populations</li> <li>Viral evolution: the threat of an influenza pandemic</li> <li>Example of Coronavirus/COVID-19</li> <li>Antibiotic and pesticide resistance</li> <li>Nosocomial infections: the case of MRSA</li> <li>Antibiotic resistance in foodborne disease and industrial agriculture</li> </ul> <p>Items Due: Discussion 2 (topics from Chapters 1-3)</p>	February 7: Discussion 2
5	February 8-14	<b>Module 04: Environmental Change &amp; Infectious Diseases</b>	

	Module 04	<p>Hazen Ch. 4: Environmental Change and Emerging Infectious Diseases</p> <ul style="list-style-type: none"> <li>▪ Environmental change and disease proliferation</li> <li>▪ Global climate change</li> <li>▪ Biodiversity and ecosystem disruption</li> <li>▪ Example: Lyme disease: lessons in ecological simplification</li> <li>▪ Emergent and resurgent infectious diseases</li> <li>▪ Modeling the spread of disease: diffusion</li> <li>▪ Case studies of emerging and resurgent infectious diseases: Zika virus; Tuberculosis (TB)</li> </ul>	
6	February 15-21  Module 05	<p><b>Module 05: Environmental Exposures</b> Hazen Ch. 5: Environmental Exposures</p> <ul style="list-style-type: none"> <li>▪ Exposure to geogens</li> <li>▪ Naturally occurring geogens</li> <li>▪ Example: arsenic in Bangladesh</li> <li>▪ Synthetic geogens; Air pollution; Water quality</li> <li>▪ Example: water contamination in Flint, Michigan, US</li> <li>▪ Solid waste; microplastics pollution</li> <li>▪ Assessing environmental exposures</li> <li>▪ Epidemiologic approaches to assessing exposures</li> <li>▪ Environmental justice; environmental justice and mining; electronic waste (e-waste)</li> </ul> <p>Items Due: Discussion 3 (topics from chapters 1-6)</p>	February 21: Discussion 3
7	February 22-28  Module 06	<p><b>Module 06: Cartography &amp; Geospatial Science</b> Hazen Ch. 6: Cartography and Geospatial Science in Health</p> <ul style="list-style-type: none"> <li>▪ A brief history of health mapping</li> <li>▪ Techniques in mapping: interpreting maps; types of thematic maps; mapping as an analytical tool</li> <li>▪ Geospatial science and technology; Geographic Information Systems (GIS); remote sensing</li> <li>▪ GIS applications in health studies: exposure assessment; disease surveillance and risk mapping; cluster analysis; healthcare provision and access</li> <li>▪ Example: Mapping, Geospatial Science, GIS, and the COVID-19 pandemic</li> </ul> <p>Review the following websites and articles: GIS and Public Health at CDC: <a href="https://www.cdc.gov/gis/">https://www.cdc.gov/gis/</a> ESRI: GIS in Health and Human Services: <a href="https://www.esri.com/en-us/industries/health/overview">https://www.esri.com/en-us/industries/health/overview</a> Use of Mapping as a Public Health Tool—From Cholera to Cancer: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4089751/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4089751/</a></p> <p>Items Due: GIS Assignment 1</p>	February 28: GIS Assignment 1
8	March 1-7  Module 06.1	<p><b>Module 06.1: Midterm Exam</b> 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.</p> <p>Items Due: Midterm Exam</p>	March 7: Midterm Exam
9	March 8-14	SPRING BREAK	

## Section II: Social Approaches to Health and Healthcare

10 and 11	March 15-28  Module 07	<p><b>Module 07: Socioeconomic Environments</b> Hazen Ch. 7: Socioeconomic Environments</p> <ul style="list-style-type: none"> <li>▪ Health and wealth; health indicators; complexities in the health-wealth relationship</li> <li>▪ Health and inequality; area (or neighborhood) effects</li> <li>▪ Sense of place and health</li> <li>▪ Vulnerability and resiliency; vulnerability and environmental hazards</li> </ul> <p>Items Due: GIS Assignment 2 GIS Assignment 3</p> <p>March 22: Optional Abstract Submission Deadline for virtual KSU Symposium of Student Scholars (see info about bonus point opportunity in the Applied Research Project description earlier in the syllabus): <a href="https://research.kennesaw.edu/our/symposium-student-scholars/spring-edition.php">https://research.kennesaw.edu/our/symposium-student-scholars/spring-edition.php</a></p>	March 21: GIS Assignment 2  March 28: GIS Assignment 3
12	March 29-April 4  Module 08	<p><b>Module 08: Culture &amp; Identity</b> Hazen Ch. 8: Culture and Identity</p> <ul style="list-style-type: none"> <li>▪ Culture: culture and health; cultural definitions of health</li> <li>▪ Identity: identity and ill health; geographies of disability</li> <li>▪ Key cultural influences on health: case studies of gender and race</li> <li>▪ Gender; gender and HIV/AIDS</li> <li>▪ Race and ethnicity; African American women and pre-term labor in the US; the Latino paradox</li> </ul> <p>Items Due: GIS Assignment 4</p>	April 4: GIS Assignment 4
13	April 5-11  Module 09	<p><b>Module 09: Power &amp; Politics of Health</b> Hazen Ch. 9: Power and Politics of Health</p> <ul style="list-style-type: none"> <li>▪ Structural approaches to power; political economy; political ecology</li> <li>▪ Politics and health</li> <li>▪ Critical approaches to power; segregation and health; power and the body; public health and surveillance</li> <li>▪ Fertility policy; family planning campaigns; international population programs; example of china's population policies; aging populations</li> </ul> <p>Items Due: GIS Assignment 5</p> <p>Dr. McDaniel will be participating in and presenting at the virtual American Association of Geographers (AAG) annual meeting this week, April 7-11, 2021. As such, email replies may be delayed this week. <a href="http://www.aag.org">www.aag.org</a></p>	April 11: GIS Assignment 5
14	April 12-18  Module 10	<p><b>Module 10: Geographies of Healthcare</b> Hazen Ch. 10: Geographies of Healthcare</p> <ul style="list-style-type: none"> <li>▪ Foundations of medical thought and practice</li> <li>▪ Alternative medical systems</li> <li>▪ Healthcare provision and access; healthcare provision; formalized healthcare systems; healthcare utilization and access</li> <li>▪ Geographies of care</li> <li>▪ Therapeutic landscapes</li> </ul> <p>Items Due: GIS Assignment 6</p>	April 18: GIS Assignment 6



15	April 19-25  Module 11	<p><b>Module 11: Health Policymaking from Geographic Perspectives</b> Hazen Ch. 11: Integrating Approaches to the Study of the Geography of Health: Policymaking from Geographic Perspectives</p> <ul style="list-style-type: none"> <li>▪ Global infectious disease campaigns</li> <li>▪ Example: Smallpox eradication</li> <li>▪ Example: Polio eradication</li> <li>▪ The obesity epidemic; geographic research on obesity</li> <li>▪ COVID-19 Pandemic</li> </ul> <p>Items Due: Discussion 4 (topics from Chapters 6-11 and COVID-19 Pandemic)</p> <p>TBD Optional Field Trip Contingent Upon Feasibility: A visit to the David J. Sencer CDC Museum, located at the headquarters of the U.S. Centers for Disease Control and Prevention (CDC) in Atlanta. More information about the museum is here: <a href="https://www.cdc.gov/museum/">https://www.cdc.gov/museum/</a>. This optional field trip is made possible by a Student Success Teaching Incentive Grant from the KSU College of Humanities and Social Sciences. The field trip is also co-planned in partnership with Dr. Linda Treiber (Professor of Sociology) and SOCI 3380: Society, Community, and Health class.</p>	April 25: Discussion 4
16	April 26-May 3  Module 12	<p><b>Module 12: Applied Research Project</b> Applied Research Project Due This Week.</p> <p>Items Due at Beginning of Week on April 26: Applied Research Project Paper, Poster or StoryMap, and Presentation</p> <p>April 29: KSU Virtual Spring 2021 Symposium of Student Scholars (see info about bonus point opportunity in the Applied Research Project description earlier in the syllabus): <a href="https://research.kennesaw.edu/our/symposium-student-scholars/spring-edition.php">https://research.kennesaw.edu/our/symposium-student-scholars/spring-edition.php</a></p> <p>Item Due May 3: Last day of classes for Spring 2021: Applied Research Project Discussion</p>	April 26 (start of week): Applied Research Project Papers, Poster or StoryMap, and Presentation  May 3 (last day of classes): Applied Research Project Discussion
17	May 4-6  Module 13	<p><b>Module 13: Final Exam</b> 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.</p> <p>Items Due: Final Exam</p>	May 6: Final Exam