THE OHIO STATE UNIVERSITY

College of Arts & Sciences
Department of Geography

SYLLABUS
GEOG 3702

Life & Death Geographies
Spring 2026

COURSE OVERVIEW

Instructor

Instructor: Sandy Wong

Instructor credentials: PhD

Email address: wong.484@osu.edu

Teaching Assistant

Instructor: Brandon Rothrock

Instructor credentials: MA

Email address: rothrock.17@buckeyemail.osu.edu

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 will 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 learning outcomes

By the end of this course, students should successfully 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.

General education goals

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 COURSE WORKS

Mode of delivery: This course is taught in person. Students are expected to attend class each week during the scheduled class times.

Pace of activities: This course is divided into weekly **modules** that are released every Thursday on Carmen, 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, if applicable.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements:
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.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

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.

Course technology

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 https://it.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** https://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom virtual meetings
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- **Computer:** current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at the Technology and Digital Innovation IT for Students website.

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Honorlock: Students are required to take the midterm exam 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.
- This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact your TA at rothrock.17@buckeyemail.osu.edu and ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

CARMEN ACCESS

You will need to use BuckeyePass 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 - Adding a Device help article for step-by-step instructions.
- 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 FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exercises	600
Midterm Exam	200
Reading Annotations	100
Class Reflections	100
Total	**1000**

See course schedule below for due dates.

Late assignments

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. The late penalty is 20% per day, including weekend days.

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
Below 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-HELP** at any time if you have a technical problem.)

- **Preferred contact method:** If you have a question outside of class, 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.
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **ten days of the due date**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Exams**: You must complete the exams yourself, without any external help or communication.
- **Written assignments**: Your written assignments, including exercises, reading annotations, and class reflections, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research

sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

Given that the learning goals of this class are to use geographic tools, in this course, students are welcome to explore innovative tools and technologies for data processing and analysis, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools for exercise assignments that involve data processing and analysis. Using GenAI is prohibited for exams, reading annotations, class reflections, and for generating fake data and results. Your written assignments, including exercises, class reflections, and open-ended exam questions, should be your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the

University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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 educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Academic Freedom

The Ohio State University is committed to the “freedom of faculty to … discuss in classrooms, in their own manner, any material that is relevant to the subject matter as defined in the course syllabus” (rule 3335-5-01.B.2). Consistent with the principle of academic freedom, this course encourages open inquiry, critical questioning, and respectful debate. By ensuring the right to express thoughts, challenge assumptions, and pursue knowledge freely, academic freedom not only enriches individual growth but also upholds the integrity of higher education as a site of discovery.

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.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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 find yourself feeling isolated, anxious, or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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 regarding 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 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 Civil Rights Compliance Office. Policy: Religious Holidays, Holy Days and Observances

Weather or other short-term closing

Following **Policy 6.15** (Weather or Other Short-Term Closing):

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. 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. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility

- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 13, 15	Course Introduction, Population Trends United Nations (2022). "World Population Prospects 2022," pp. 1-25.
2	Jan 20, 22	Overview of Health & Medical Geography Emch et al. (2017). "Chapter 1: Introduction." In *Health and Medical Geography*, pp. 1-28. Andrews & Moon (2005). "Space, Place, and the Evidence Base." *Worldviews on Evidence-Based Nursing*, pp. 55-62. Exercise 1: Infographic **(Due Jan 23)**
3	Jan 27, 29	Environmental Contexts: Accessing Built Environments, Measuring Walkability Hamraie. (2018). "Mapping access." *American Quarterly*, 70(3), 455-482. Hirsh & Winters. (2018). "Chapter 41: Walkability and physical activity." In *Routledge Handbook of Health Geography*, pp. 288-296. Exercise 1: Infographic Presentations **(Due Jan 27)**
4	Feb 3, 5	Environmental Exposures: Climate Change & Health Kraishah et al. (2022). "Climate change and cardiovascular disease." pp. 1-49. Emch et al. (2017). "Chapter 11: Environment & Health." In *Health and Medical Geography*, pp. 371-403. Exercise 2, Part 1: Built Environment Audit **(Due Feb 6)**
5	Feb 10, 12	Environmental Contexts: Social Influences on Health Pearson & Sadler. (2018). "Chapter 16: Health geography's role in understanding social capital and its influence on health." In *Routledge Handbook of Health Geography*, pp. 107-115. Guhlincozzi. (2022). "Making visible the Chicagoland suburban healthcare landscape of latina women." *Social & Cultural Geography.* Neighborhoods & Health: Quantitative & Qualitative Methods

Week	Dates	Topics, Readings, Assignments, Deadlines
		Emch et al. 2017. "Chapter 9: Neighborhoods and Health." In *Health and Medical Geography*, pp. 314-344. Kolak et al. (2020). "Quantification of Neighborhood-Level Social Determinants of Health in the Continental United States." *JAMA Network Open*, 3(1), e1919928. Finlay et al. (2022). "My neighbourhood is fuzzy, not hard and fast." *Urban Studies*, 60(1), 85-108. Exercise 2, Part 2: Built Environment Comparative Analysis **(Due Feb 13)**
6	Feb 17, 19	Geographies of Birth: Cultural Perspectives on Pregnancy & Birth Sargent & Bascope. (1996). "Ways of Knowing about Birth in Three Cultures." *Medical Anthropology Quarterly*, 10(2), pp. 213-236. Syvertsen et al. (2021). "Conceptualizing stigma in contexts of pregnancy and opioid misuse: A qualitative study with women and healthcare providers in Ohio." *Drug and Alcohol Dependence*, 222(1). Geographies of Birth: Reproductive Health Rosenthal & Lobel. (2020). "Gendered racism and the sexual and reproductive health of Black and Latina Women." *Ethnicity & Health*, 25(3), 367-392.
7	Feb 24, 26	Geographies of Birth: Maternal Health & Healthcare Access Hill et al. (2022). "Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them." *KFF.* Exam Review
8	Mar 3, 5	**MIDTERM (Mar 3)** Geographies of Birth: Infant Health Planey et al. (2022). "Spaces of Segregation and Health." *Journal of Urban Health*, 99, pp. 469-481.
9	Mar 10, 12	Geographies of Living: Infectious Diseases Keeler & Emch. (2018). "Chapter 7: Infectious-Disease Geography." In *Routledge Handbook of Health Geography*, pp. 45-51. Desjardins et al. (2022). "Identifying and Visualizing Space-Time Clusters of Vector-Borne Diseases." *Geospatial Technology for Human Well-Being and Health*, pp. 203–217.

Week	Dates	Topics, Readings, Assignments, Deadlines
		Exercise 3: Online Forum **(Due Mar 13)**
10	Mar 24, 26	Geographies of Living: COVID-19 Adams et al. (2023). "Normalizing the pandemic." *Journal of Maps*, 19(1), 1-9.
11	Mar 31, Apr 2	Geographies of Living: Mental Health Severson & Collins. (2018). "Chapter 18: Well-being in health geography." In *Routledge Handbook of Health Geography*, pp. 124-130. Winata & McLafferty. (2023). "Therapeutic landscapes and networks in restricted lives." *Wellbeing, Space and Society*, 5, 100163. Windhorst & Williams. (2015). "Natural places, post-secondary students, and mental health." *Health & Place*, 34, 241-250. Exercise 4: Mental Health **(Due Apr 3)**
12	Apr 7, 9	Geographies of Living: Chronic Illness & Disability Chouinard. (2018). "Chapter 25: Mapping Life on the Margins." In *Routledge Handbook of Health Geography*, pp. 172-178. Chen-Newton. (2023). "Using technology to open up wilderness trails to people with disabilities." *NPR.*
13	Apr 14, 16	Geographies of Mortality: Disease & Death Wong et al. (2023). "Spatial and racial covid-19 disparities in U.S. nursing homes." *Social Science & Medicine*, 325, 115894. Perkins. (2023). "Artificial turf potentially linked to cancer deaths of six Phillies ball players." *The Guardian.* Exercise 5: Measuring Radon Exposure **(due Apr 18)**
14	Apr 21, 23	Geographies of Mortality: Cultural Perspectives on Death & Afterlife Watson-Jones et al. (2017). "Does the Body Survive Death? Cultural Variation in Beliefs About Life Everlasting." *Cognitive Science*, 41, pp. 455-476. Exercise 6: Mapping Health **(due Apr 24)**