USC Dornsife
Dana and David Dornsife
College of Letters, Arts and Sciences
Spatial Sciences Institute

SSCI 600: The Geography of Life and Death

Syllabus

Units: 4

Term Day Time: Fall, 2025, Mondays, 9:00-11:50 a.m.

Location: WPH 204
Office Hours: Mondays and Fridays, 3:00 to 3:50 p.m. or by appointment
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Library Help: Andy Rutkowski
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Office Hours: By appointment via email.
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Course Scope and Purpose

This course explores the various ways place and space have been invoked and used to improve our understanding of human well-being and the social and environmental determinants of human health during the past several decades.

The class will explore these topics from a variety of perspectives, including: (1) examples of exemplary works that connect population, health and place; (2) the theoretical, quantitative, qualitative and spatial approaches used for this type of scientific inquiry; (3) the ways in which place-based human, environmental, and behavioral factors may mediate health-related exposures and human wellbeing; and (5) the role of place in shaping and perpetuating inequality.

The class introduces the current state-of-the-art using an assortment of weekly readings and discussions, and a series of individual projects will allow class participants to develop their own proposals for more detailed research.

Learning Outcomes

On completion of this course, students will be able to:

- Describe the various ways place (or space) has been invoked and used to assess human wellbeing and describe the social and environmental determinants of human health.
- Describe the theoretical, quantitative, qualitative, and spatial approaches that are now used for this type of scientific inquiry.
- Discuss some of the ways in which place-based human, environmental, and behavioral factors mediate health-related exposures.
- Discuss the various ways in which we can resolve individual-level exposures and place-based information.
- Discuss how place affects different groups of people in different ways and why place may need to be handled carefully in plans and programs which aim to accomplish meaningful social change.
- Discuss the current approaches, methodological issues, and enduring challenges in work connecting population, heath and place.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Prerequisites: None
Co-Requisites: None
Concurrent Enrollment: None
Recommended Preparation: Students must be enrolled in an existing USC PhD program

Class Conduct

Diversity and Inclusion – It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful to everyone, and you are also expected to respect of others regardless of their race, ethnicity, gender

identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

The USC Culture Journey—It is my intent that students from all diverse backgrounds and perspectives be well served by this course. The diversity that students bring to this class will be viewed as a resource, strength and benefit. The learning needs of students will be addressed both in and out of class. It is my intent to present materials and activities that are respectful to everyone, and you as a student are also expected to respect others regardless of their race, ethnicity, gender identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

Course Structure

The course as an in-person seminar and class meetings will be used to discuss the assigned readings and any questions and related topics that arise from the readings. The learning and teaching strategies are student-centered. They aim to encourage a deep-learning approach by using reflection and self-evaluation. The individual class sessions will be organized around a series of readings that are designed to provide the essential background and framework for study. Students will be required to reflect on their learning through in-class discussions and weekly briefs.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living Our Unifying Values; The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which has been distributed to students or in any way been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living Our Unifying Values; The USC Student Handbook, page 13).

SSI Policy on the Creation of Original Work and Use of Generative AI

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not have another person or entity complete any substantive portion of an assignment or reuse work prepared for other courses without obtaining written permission from the instructors. Developing strong competencies in research, writing, and the technical execution of geospatial technologies are foundational to SSI academic programs that are designed to prepare you for success in the workplace. Therefore, using generative AI tools—unless explicitly

specified otherwise—is strictly prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Required Readings and Supplementary Materials

The weekly readings will be accessed via the USC Library's electronic collections and/or provided by the instructor via Brightspace.

Description and Assessment of Assignments

Students must prepare a seminar, a research paper and presentation, a series of weekly briefs, and participate in class discussion on a regular basis.

Class Participation (10%): A class participation grade will be assigned based upon how actively students engage in the course. Students will be required to read all material outlined for each week of the course, and be prepared to lead and participate in group discussions about the readings in class. Failure to attend, or not be adequately prepared to discuss the readings will lead to the assignment of a lower grade for that week.

Weekly Briefs (36%): Each week students will use the Brightspace Discussion Forum to provide a critique of an article from the class reading list for that week of their own choosing. These electronic commentaries will be shared among the class, and graded based on the overall quality of the contribution. To help simulate discussion, each student will comment on at least one other student's critique each week.

Class Presentations (14%): Each student will present on two of the articles included in this syllabus in consultation with the instructor. The student will prepare a one-page summary that will be distributed in advance of the class itself and make a short 20-minute presentation summarizing the work at hand and its strengths and weaknesses.

Final Project (40%): In the second half of the course, each student will work on a project determined in consultation with the instructor. These projects will focus on a specific health problem or challenge and the final report (25%) and class presentation (15%) will summarize the current understanding of the problem or challenge and the kinds of solutions that have been attempted thus far, as reported in the published literature.

Grading Breakdown

Assignment	No. of Assignments	% of Grade
Class Participation	1	10
Class Presentation	2	14
Final Projects	1	40
Weekly Briefs	12	36
TOTAL	**16**	**100**

Assignment Submission Policy

Assignments will be submitted for grading via Brightspace using the due dates specified in the Course Schedule below.

Additional Policies

Students are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines noted in the Course Schedule below. Late work will

be assessed a penalty of 10% per day and zero grades will be assigned for work more than one week late.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverables/Due Dates
Week 1 8/25	**Introduction to Class** Brief introductions coupled with a discussion of class goals, projects, and this week's readings.	**Abernethy et al. (2022).** *The Promise of Digital Health: Then, Now, and the Future.* Washington, D.C., National Academy of Medicine Discussion Paper. **Arnold (2022).** Spurred by COVID, public health gets precise. *Nature,* 601: 18-20. **Cohen (1990).** Things I have learned (so far) *American Psychologist,* 45, 1304-1312. **GBD 2021 Risk Factors Collaborators (2024).** Global burden and strength of evidence for 88 risk factors in 204 countries and 811 subnational locations, 1990-2021: A systematic analysis for the Global Burden of Disease Study 2021. *The Lancet,* 403, 2162-2230. **Richardson et al. (2013).** Spatial turn in health research. *Science* 339: 1390-1392. **Thompson (2018).** Gardening for health: A regular dose of gardening. *Clinical Medicine* 18(3): 201-205.	No deliverables.
Week 2 9/1	**Labor Day Holiday** No class.		
Week 3 9/8	**Place** The first part of a two-part discussion exploring the various ways in which place has been conceptualized and used to better understand human health determinants and outcomes, with a special focus on the chapters in a recent and influential book.	**Kemp (2011).** Place, history, memory: Thinking time within place. In Burton et al. (Eds.) *Communities, Neighborhoods and Health: Expanding the Boundaries of Place.* Berlin, Springer: 3-19. **Matthews (2011).** Spatial polygamy and the heterogeneity of place: Studying people and place via egocentric methods. In Burton et al. (Eds.) *Communities, Neighborhoods and Health: Expanding the Boundaries of Place.* Berlin, Springer: 35-55. **Gehlert et al. (2011).** Placing biology in breast cancer disparities research. In Burton et al. (Eds.) *Communities, Neighborhoods and Health: Expanding the Boundaries of Place.* Berlin, Springer: 57-72. **Leung & Takeuchi (2011).** Race, place, and health. In Burton et al. (Eds.) *Communities, Neighborhoods and Health: Expanding the Boundaries of Place.* Berlin, Springer: 73-88.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 9/4. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 9/8.

		Stack (2011). Attachment and dislocation: African-American journeys in the USA. In Burton et al. (Eds.) *Communities, Neighborhoods and Health: Expanding the Boundaries of Place.* Berlin, Springer: 237-247.	
Week 4 9/15	**Population, Health, and Place** The second part of a two-part discussion exploring the various ways in which scholars have used place to help frame and clarify the key relationships linking people, health and place in the last few decades.	**Abdel Magid et al. (2024).** Opportunities and shortcomings of AI for spatial epidemiology and health disparities research on aging and the life course. *Health & Place,* 89, 103323. **Choi & Ailshire (2025).** Ambient outdoor heat and accelerated epigenetic aging among older adults in the US. *Science Advances,* 11, eadr0616. **Meade (2012).** The geography of life and death: Deeper, broader, and much more complex. *Annals of the Association of American Geographers* 102: 1219-1227. **Mennis & Yoo (2018).** Geographic information science and the analysis of place and health. *Transactions in GIS* 22: 842-854. **Robertson & Feick (2018).** Inference and analysis across spatial supports in the big data era: Uncertain point observations and geographic contexts. *Transactions in GIS* 22: 455-476. **Wang (2020).** Why public health needs GIS: A methodological overview. *Annals of GIS* 26(1): 1-12.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 9/11. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 9/15.
Week 5 9/22	**Theory, Methods, and Data** An introduction to the various ways in which theory, methods and data are woven together to construct study designs in projects that explore the connections between population, health and place.	**Choi et al. (2022).** Effect modification of greenness on the association between heat and mortality: A multi-city multi-country study. *The Lancet,* 84, 104251. **Cleveland et al. (2023).** The impact of social determinants of health on obesity and diabetes disparities among Latino communities in Southern California. *BMC Public Health,* 23, 37. **Daniel et al. (2008).** Framing the biosocial pathways underlying associations between place and cardio-metabolic disease. *Health & Place* 14: 117-132. **Drewnowski et al. (2019).** The Moving to Health (M2H) approach to natural experiment research: A paradigm shift for studies on built environment and health. *SSM – Population Health* 7: 100345. **Jacquez et al. (2015).** Genetic GIScience: Toward a place-based synthesis of the genome, exposome, and behavome. *Annals*	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 9/18. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 9/22. Submit class presentation proposals on USC Brightspace no later than 11:59 p.m. on Monday, 9/22.

		of the Association of American Geographers 105: 454-472. **Knobel et al. (2019).** A systematic review of multi-dimensional quality assessment tools for urban green spaces. *Health & Place* 59: 102-198. **Ramirez-Rubio et al. (2019).** Urban health: An example of a "health in all policies" approach in the context of SDGs implementation. *Globalization & Health* 15: 87.	
Week 6 9/29	**Quantitative Methods** An introduction to the various ways in which quantitative methods are used to explore the connections between population, health and place, and a discussion of some of the outstanding methodological challenges and issues.	**Boeing et al. (2022).** Using open data and open-source software to develop spatial indicators of urban design and transport features for achieving healthy and sustainable cities. *Lancet Global Health,* 10: e907-e918. **Bozigar et al. (2020).** A geographic identifier assignment algorithm with Bayesian variable selection to identify neighborhood factors associated with emergency department visit disparities for asthma. *International Journal of Health Geographics* 19: 9. **Garcia et al. (2019).** Effects of policy-driven hypothetical air pollutant interventions on childhood asthma incidence in southern California. *Proceedings of the National Academy of Sciences of the USA* 116(32): 15883-15888. **GBD 2021 Diseases and Injuries Collaborators (2024).** Global incidence, prevalence, years lived with disability (YLDs), disability-adjusted life-years (DALYs), and healthy life expectancy (HALE) for 371 diseases and injuries in 204 countries and territories and 811 subnational locations, 1990-2021: A systematic analysis for the Global Burden of Disease Study 2021. *The Lancet,* 403, 2133-2161. **Lotfata et al. (2023).** Socioeconomic and environmental determinants of asthma prevalence: A cross-sectional study at the U.S. County level using geographically weighted random forests. *International Journal of Health Geographics* 22: 18. **Oshan et al. (2020).** Targeting the spatial context of obesity determinants via multiscale geographically weighted regression. *International Journal of Health Geographics* 19: 11.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 9/25. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 9/29.
Week 7 10/6	**Qualitative Methods**	**Allen et al. (2024).** Answering tough questions: Why is qualitative research	Submit briefs on USC Brightspace no later

	An introduction to the various ways in which qualitative methods are used to explore the connections between population, health, and place, and a discussion of some of the outstanding methodological challenges and issues.	essential for public health? *Australian and New Zealand Journal of Public Health,* 48, 100157. **Budig et al. (2018).** Photovoice and empowerment: Evaluating the transformative potential of a participatory action research project. *BMC Public Health* 18, 432. **Klocker (2015).** Participatory action research: The distress of (not) making a difference. *Emotion, Space & Society* 17: 37-44. **Mennis et al. (2013).** Qualitative GIS and the visualization of narrative activity space data. *International Journal of Geographical Information Science* 27: 267-291. **Murrietta-Flores et al. (2015).** Automatically analyzing large texts in a GIS environment: The Registrar General's reports and cholera in the nineteenth century. *Transactions in GIS* 19: 296-320. **Oyebode (2010).** The medical humanities: literature and medicine. *Clinical Medicine* 10(3): 242-244. **Veitch et al. (2020).** Exploring children's views on important park features: A qualitative study using walk-along interviews. *International Journal of Environmental Research & Public Health* 17: 4625.	than 11:59 p.m. on Thursday, 10/2. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 10/6.
Week 8 10/13	**Spatial Analysis and Modeling Methods** An introduction to the various ways in which spatial analysis and models are used to explore the connections between population, health and place, and a discussion of some of the outstanding methodological challenges and issues.	**Cochran et al. (2020).** Earth observation-based ecosystem services indicators for national and subnational reporting of the sustainable development goals. *Remote Sensing of Environment* 244: 111796. **Dennis et al. (2020).** Relationships between health outcomes in older populations and urban green infrastructure size, quality and proximity. *BMC Public Health* 20: 626. **Kamel Boulos & Geraghty (2020).** Geographical tracking and mapping of coronavirus disease COVID-19/severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) epidemic and associated events around the world: How 21st century GIS technologies are supporting the global fight against outbreaks and epidemics. *International Journal of Health Geographics* 19: 8. **Li et al. (2022).** Comparing effects of Euclidean buffers and network buffers on associations between built environment and	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 10/9. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 10/13.

		transport walking: the Multi-Ethnic Study of Atherosclerosis. *International Journal of Health Geographics* 21: 12. **Mitchell et al. (2000).** *Inequalities in life and death: What If Britain were more equal?* Bristol, UK, The Policy Press. **O'Sullivan et al. (2020).** Spatially explicit models for exploring COVID-19 lockdown strategies. *Transactions in GIS* 24(4): 967-1000. **Stieb et al. (2019).** Using maps to communicate environmental exposures and health risks: Review and best-practice recommendations. *Environmental Research* 176: 108518.	
Week 9 10/20	**Human Environments** A discussion of the various ways in which the role of the human environment has been conceptualized and measured in research projects exploring the connections between population, health and place.	**Cerin et al. (2020).** How urban densification shapes walking behaviors in older community dwellers: A cross-sectional analysis of potential pathways of influence. *International Journal of Health Geographics* 19: 14. **DeVerteuil et al. (2022).** More than bare-bones survival? From the urban margins to the urban commons. *Annals of the American Association of Geographers,* 112: in press. **Higgs et al. (2019).** The Urban Liveability Index: Developing a policy-relevant urban liveability composite measure and evaluating associations with transport mode choice*. International Journal of Health Geographics* 18: 14. **Jones et al. (2017).** A step-by-step approach to improve data quality when using commercial business lists to characterize retail food environments. *BMC Research Notes* 10: 35. **Keralis et al. (2020).** Health and the built environment in United States cities: Measuring associations using Google Street View-derived indicators of the built environment. *BMC Public Health* 20: 215. **Mueller et al. (2017).** Urban and transport planning related exposures and mortality: A health impact assessment for cities. *Environmental Health Perspectives* 125(1): 89-96. **Pérez et al. (2025).** Environmental and health effects of the Barcelona superblocks. *BMC Public Health,* 25, 634. **Nieuwenhuijsen et al. (2024).** The Superblock model: A review of an innovative urban model for sustainability, liveability,	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 10/16. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 10/20. Submit final project abstracts on USC Brightspace no later than 11:59 p.m. on Monday, 10/20.

		health and well-being. *Environmental Research,* 251, 118550. **Rhee et al. (2023).** Effects of nature on restorative and cognitive benefits in indoor environment. *Scientific Reports* 13, 13199.	
Week 10 10/27	**Natural Environments** A discussion of the various ways in which the role of the natural environment has been conceptualized and measured in research projects exploring the connections between population, health and place.	**Abhijith et al. (2017).** Air pollution abatement performances of green infrastructure in open road and built-up street canyon environments: A review. *Atmospheric Environment* 162: 71-86. **Fuller et al. (2022).** Pollution and health: A progress update. *The Lancet Planetary Health,* 6(6), e535-e547. **Kheirbek et al. (2016).** The contribution of motor vehicle emissions to ambient fine particulate matter public health impacts in New York City: A health burden assessment. *Environmental Health* 15: 89. **Masiol et al. (2019).** Spatial-temporal variations of summertime ozone concentrations across a metropolitan area using a network of low-cost monitors to develop 24 hourly land-use regression models. *Science of the Total Environment* 654: 1167-1178. **Parmes et al. (2020).** Influence of residential land cover on childhood allergic and respiratory symptoms and diseases: Evidence from 9 European cohorts. *Environmental Research* 183: 108953. **Wild (2005).** Complementing the genome with an ‘‘exposome’’: The outstanding challenge of environmental exposure measurement in molecular epidemiology. *Cancer Epidemiology, Biomarkers & Prevention* 14(8): 1847-1850. **Wild (2012).** The exposome: From concept to utility. *International Journal of Epidemiology* 41: 24-32. **Wolf et al. (2020).** Urban trees and human health: A scoping review. *International Journal of Environmental Research and Public Health* 17, 4371.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 10/23. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 10/27.
Week 11 11/3	**Human Behavior** A discussion of the various ways in which the role of human behavior has been conceptualized and measured in research projects exploring the	**Cattell et al. (2008).** Mingling, observing, and lingering: Everyday public spaces and their implications for well-being and social relations. *Health & Place* 14: 544-561. **Clary et al. (2017).** Between exposure, access and use: Reconsidering foodscape influences on dietary behaviors. *Health & Place 44:* 1-7.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 10/30. Comment on at least one other brief on USC Brightspace no later

	connections between population, health and place.	**Jankowska et al. (2015).** A framework for using GPS data in physical activity and sedentary behavior studies. *Exercise and Sports Sciences Reviews* 43: 48-56. **Jankowska et al. (2017).** Kernel density estimation as a measure of environmental exposure related to insulin resistance in breast cancer survivors. *Cancer Epidemiology, Biomarkers, & Prevention* 26(7): 1078-1084. **Mennis & Mason (2011).** People, places, and adolescent substance use: Integrating activity space and social network data for analyzing health behavior. *Annals of the Association of American Geographers*, 101: 272-291. **Mmako et al. (2020).** Green spaces, dementia and a meaningful life in the community: A mixed studies review. *Health & Place* 63: 102344. **Southerland et al. (2022).** Global urban temporal trends in fine particulate matter (PM2.5) and attributable health burdens: Estimates from global datasets. *Lancet Planet Health,* 6, e139-e146.	than 8:00 a.m. on Monday, 11/3.
Week 12 11/10	**Role of Place in Shaping Inequalities** A discussion of the ways in which place affects different groups of people in different ways, and how a deeper understanding of place might contribute to meaningful social change.	**Arias et al. (2018).** *U.S. small-area life expectancy estimates project: Methodology and results summary.* Hyattsville, MD: National Center for Health Statistics, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. **Brazil (2022).** Environmental inequality in the neighborhood networks of urban mobility in U.S. cities. *Proceedings of the National Academy of Science of the USA,* 119(17), e2117776119. **Minh et al. (2017).** A review of neighborhood effects and early child development: How, where, and for whom, do neighborhoods matter? *Health & Place* 46: 155-174. **Namin et al. (2020).** The legacy of the Home Owners' Loan Corporation and the political ecology of urban trees and air pollution in the United States. *Social Science & Medicine* 246: 112758. **Peña (2011).** Structural violence, historical trauma, and public health: The environmental justice critique of contemporary risk science and practice. In Burton et al. (eds.) *Communities, Neighborhoods and Health: Expanding the*	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 11/6. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 11/10.

		Boundaries of Place. Berlin, Springer: 203-218. **Sasson et al. (2014)** The HANDDS program: A systematic approach for addressing disparities in the provision of bystander cardiopulmonary resuscitation. *Academic Emergency Medicine* 21: 1042-1049. **Spencer et al. (2011).** Environmental justice and the well-being of poor children of color. In Burton et al. (eds.) *Communities, Neighborhoods and Health: Expanding the Boundaries of Place.* Berlin, Springer: 219-233.	
Week 13 11/17	**Big Ideas I** A discussion of some of the ways in which green infrastructure, health, and nature-based solutions may be incorporated in everyday life.	**Dumitru & Wendling (2021)** *Evaluating the impact of nature-based solutions: A handbook for practitioners.* Luxembourg, European Commission. **Gunn (2020)** Can a liveable city be a healthy city, now and into the future? *Internal Medicine Journal* 50: 1405-1408. **Nieuwenhuijsen (2021)** Green infrastructure and health. *Annual Review of Public Health* 42: 12.1-12.12. **Seto & Ramankutty (2016)** Hidden linkages between urbanization and food systems. *Science* 352: 943-945. **Spano et al. (2021)** The benefits of nature-based solutions to psychological health. *Frontiers in Psychology* 12: 646627. **Yu et al. (2021)** Association between eye-level greenness and lung function in urban Chinese children. *Environmental Research* 202: 111641. **Zang et al. (2020)** Eye-level street greenery and walking behaviors of older adults. *International Journal of Environmental Research and Public Health* 17: 6130.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 11/13. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 11/17.
Week 14 11/24	**Big Ideas II** A discussion of some of the ways in which health-promoting and health-constraining solutions in cities the surrounding countryside will likely vary over space and time.	**Apparicio et al. (2021)** Cycling in one of the most polluted cities in the world: Exposure to noise and air pollution and potential adverse health impacts in Delhi. *International Journal of Health Geographics* 20: 18. **Baker et al. (2019)** Epidemic dynamics of respiratory syncytial virus in current and future climates. *Nature Communications* 10: 5512. **Ebi (2014).** Health in the new scenarios for climate change research. *International Journal of Environmental Research & Public Health,* 11, 30-46.	Submit briefs on USC Brightspace no later than 11:59 p.m. on Thursday, 11/20. Comment on at least one other brief on USC Brightspace no later than 8:00 a.m. on Monday, 11/24.

		Marek et al. (2021) The good, the bad, and the environment: Developing an area-based measure of access to health-promoting and health-constraining environments in New Zealand. *International Journal of Health Geographics* 20: 16. **Sellers (2020**). Cause of death variation under the shared socioeconomic pathways. *Climate Change,* 163, 559-577 **Sellers & Ebi (2018).** Climate change and health under the shared socioeconomic pathway framework. *International Journal of Environmental Research & Public Health*, 15, 3. **Van Horne et al. (2023).** An applied environmental justice framework for exposure science. *Journal of Exposure Science & Environmental Epidemiology,* 33, 1-11. **Xie et al. (2021)** Dose-response effect of a large-scale greenway intervention on physical activities: The first natural experimental study in China. *Health and Place* 67: 102502. **Wimberly et al. (2021).** Satellite observations and malaria: New opportunities for research and applications. *Trends in Parasitology,* 37(6), 525-537.	
Week 15 12/1	**Final Presentations** Students will present their final projects, summarizing the insights gathered from their research of the specific problem context they chose.		Students present their projects and answer questions from audience. Students may take up to 30 minutes for their presentations and an additional 15 minutes to field questions and answers.
FINAL 12/8			Final research papers to be uploaded to USC Brightspace no later than 11:59 p.m. on Monday, 12/8.

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas.

Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the Student Handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to

remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX Office for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Culture Journey - (213) 740-2101

Information on events, programs and training, the Culture Team, and Culture Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.