

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Summer 2012](#)

Course Change Information

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

- (1) Distance learning approval.
- (2) Fulfills the new GE theme "Sustainability."

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

Increased demand for online sections.

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

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

No significant programmatic implications.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3460
Course Title Environmental Justice
Transcript Abbreviation Envrmntal Justice
Course Description Examines environmental issues from a sociological perspective, especially human causes of environmental change such as technology, population, and consumption, and social reactions.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
[Previous Value](#) [No](#)
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus, Marion](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 460.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Baccalaureate Course

Intended Rank

Junior

Requirement/Elective Designation

General Education course:

Human, Natural, and Economic Resources; Sustainability

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)

[Human, Natural, and Economic Resources](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Examines environmental issues from a sociological perspective, especially human causes of environmental change such as technology, population, and consumption, and social reactions.

[Previous Value](#)

- [Examines environmental issues from a sociological perspective, especially human causes of environmental change such as technology, population, and consumption, and social reactions](#)

Content Topic List

- Environment, human systems, and social science
- Humans and the earth's biosphere
- Energy and society
- Climate change
- Population, environment, and food
- Globalization, growth, and sustainability
- Environmental social movements

Sought Concurrence

No

Attachments

- 3460-DLSyllabus.docx: DL syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3460_DL_CoverSheet.docx
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Oyakawa_Fall 19.docx: Face-to-face syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3460_DL_CoverSheet.docx: Corrected DL Sheet (signed)
(Other Supporting Documentation. Owner: Hilty, Michael)
- submission-sustainability-dmm (1).pdf
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- Kleps_Spring 21_revised(1) (1).docx: Syllabus for new GE_Sustainability
(Syllabus. Owner: Downey, Douglas B)
- 3460_asc-distance-approval-cover-sheet-fillable (1).pdf: approval from Jeremie
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Sociology 3460-DLSyllabus.docx: revised DL syllabus
(Syllabus. Owner: Downey, Douglas B)

Comments

- We've uploaded a DL syllabus with new cover sheet approved by Jeremie. *(by Downey, Douglas B on 11/03/2021 06:35 AM)*
- See SBS Panel feedback sent by E Cody on 10-20-21. *(by Vankeerbergen, Bernadette Chantal on 10/20/2021 04:31 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|-----------------------------------|---------------------|------------------------|
| Submitted | Downey, Douglas B | 08/13/2021 09:38 AM | Submitted for Approval |
| Approved | Downey, Douglas B | 08/13/2021 09:38 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 08/23/2021 02:01 PM | College Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 09/27/2021 02:26 PM | ASCCAO Approval |
| Submitted | Downey, Douglas B | 09/27/2021 02:35 PM | Submitted for Approval |
| Approved | Downey, Douglas B | 09/27/2021 02:36 PM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 10/20/2021 04:33 PM | College Approval |
| Submitted | Downey, Douglas B | 11/03/2021 06:36 AM | Submitted for Approval |
| Approved | Downey, Douglas B | 11/03/2021 06:37 AM | Unit Approval |
| Pending Approval | Vankeerbergen, Bernadette Chantal | 11/03/2021 06:37 AM | College Approval |

SYLLABUS

SOC 3460

Environmental Justice
Autumn 2020 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: To Be Determined

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

This course will explore how environmental problems such as pollution, ecological destruction, and climate change are experienced differently across race, gender, social class, and region. We will focus on how capitalism, racism, culture, politics, science, and technology operate with regard to the environment. This course will emphasize topics related to environmental racism and social movements that have emerged to combat environmental destruction and its disproportionate impacts on the poor and people of color. Topics covered will include the impacts of climate change, concentrations of toxins in poor and minority communities, mountaintop removal in Appalachia, food systems, water quality in Flint MI and elsewhere, and community organizing efforts to combat injustices. How can ordinary citizens challenge powerful corporate interests to protect their neighborhoods and communities from environmental harm?

I believe Sociology is best learned through conversation, and not reading followed by a lecture simply summarizing the reading. Our online discussion boards are a place to share insights. It is your job to do the course readings and be ready to have substantive online discussion of them. If we are lucky we will have many substantive, but respectful, disagreements there. Remember *you must always treat each other with dignity and listen to your classmates' ideas*. I will treat you with this same respect. We will cover sensitive topics and you must remember all opinions are to be respected. That said, opinions and facts are not the same thing. We would all do well to remember the difference before we write and consider

revising our opinions when the facts do not support them. Our classmates can often be a great source of insight our own lives may not have exposed us to.

Course learning outcomes

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

- analyze and explain how social and natural systems function, interact, and evolve over time;
- explain how human wellbeing depends on these interactions
- explain how actions have impacts on subsequent generations and societies globally
- articulate how human values, behaviors, and institutions impact multi-faceted, potential solutions across time

General education goals and expected learning outcomes

As part of the Sustainability theme of the General Education curriculum, this course is designed to prepare students to be able to do the following: **analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

The expected learning outcomes include:

- Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
- Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
- Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

This course fulfills these requirements by covering topics related to sustainability and the interaction of humans with their environment from a justice-oriented perspective. Students will learn sociological theories that will inform their understanding of humans' interactions with the environment and how environmental issues impact human societies. Both the readings and exams are designed to promote students' understanding of the environment, different approaches to sustainability, and the justice-related issues involved in implementing (or not) sustainability policies.

Modules: To assist in course organization, I have divided the course into 15 weekly modules. Within each module you will find the following:

1. The reading material for the week
2. The discussion board for the week
3. Any at home viewing materials

4. Any other assignments due that week
5. The office hours signup

HOW THIS ONLINE COURSE WORKS

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

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), 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.

In this course students will watch a series of short instructor lectures posted on Carmen. A typical week will consist of four 30-minute videos (for a total of two hours per week) along with additional curriculum related videos and activities (about one hour per week).

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

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement by Luke Cole and Sheila Foster, 2001.
- Ecosocialism: A Radical Alternative to Capitalist Catastrophe by Michael Lowy
- Other readings will be posted online on Carmen/Canvas

Course technology

Technology support

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

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

Technology skills needed for this course

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

Required equipment

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) 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 |
|---------------------|------------|
| Class participation | 20 pts |
| Reading responses | 30 pts |
| Midterm Exam | 20 pts |
| Final Exam | 30 pts |
| Total | 100 |

See course schedule below for due dates.

Descriptions of major course assignments

Class participation

Description: Class participation is measured by participation in weekly Canvas discussion boards. Each week requires a minimum of one original post and one response to another student's post.

Exams

Description: There will be 2 exams—a midterm worth 20 points and a final worth 30 points. The format of the exams will consist of multiple-choice and short-answer questions. **Exams will be administered via “QUIZZES” in CANVAS and will be open for 48 hours. Students may take the exam any time during that window. Students may use books and notes during the exam but they may not receive help from anyone.** Further review and discussion of the exam format will be provided prior to each of the exams.

Academic integrity and collaboration: You are expected to do your own work. You don't work on your assignments with others, except where explicitly authorized and permitted. You don't copy & paste answers into your assignments.

Reading Responses

Description: You will be required to write three reading responses based on assigned readings for this class. The first reading response is due week 5. The second is due week 9. The third is due week 15. In this reading response, you will summarize the reading and then do one of the following: 1) Write about how this reading relates to your own life and experiences, 2) Write about how this relates to Columbus, 3) Write about something in the reading that had a strong impact on you and why, 4) Evaluate the strengths and weaknesses of this reading, or 5) Write about how we could solve the problem discussed. This response should be 1-2 pages. The summary portion should take up no more than half of your paper. A rubric will be posted on the Canvas page.

Academic integrity and collaboration: You are expected to do your own work. You don't work on your assignments with others, except where explicitly authorized and permitted. You don't copy & paste answers into your assignments.

Exams

Description: The exams will include multiple choice, T/F, short answer and essay questions. You will be held responsible for all material covered in course readings and lectures/class discussions. I will hand out a detailed study guide at least a week prior to the exams.

Academic integrity and collaboration: You are expected to do your own work. You don't work on your assignments with others, except where explicitly authorized and permitted. You don't copy & paste answers into your assignments.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93-100%: A
 90-92%: A-
 87-89%: B+
 83-86%: B
 80-82%: B-
 77-79%: C+
 73-76%: C
 70-72%: C-
 67-69%: D+
 60-66%: D
 Less than 60%: E

Instructor feedback and response time

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university..**

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.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

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

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

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

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

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

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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

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.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter

where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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.

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 online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

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

Week 1 (Welcome and Intro)

Tuesday January 12th
No Reading

Wednesday: Weekly Discussion Post Due

Thursday January 14th
Read Bell and Ashwood pg. 29-40 (Section on Environmental Justice)

Week 2 (Justice and Sustainability)

Tuesday January 19th
Read Bell and Ashwood pg. 171-191 (Chapter 6: Body and Justice) Bell and Ashwood pg. 29-40 (Section on Environmental Justice)

Thursday January 21st
Bell and Ashwood pg. 8-28 (Sustainability)

Week 3 (Solutions and Sources of Environmental Problems)

Tuesday January 26th
Beck, Ulrich. 2010. "How Climate Change Might Save the World" *Harvard Design Magazine*. 39: 1-9. **Carmen**

Wednesday: Weekly discussion post due

Thursday January 28th
Bell and Ashwood- Ch 2 Consumption (pg. 49-75)

Week 4 (Sources of Environmental Problems)

Tuesday February 2nd
Documentary at Home: The End of Suburbia (52 minutes)

Wednesday: Weekly discussion post

Thursday February 4th
Bell and Ashwood- Ch 3- Money and Markets (pg. 78-106)

Week 5 (Economics and the Environment)

Tuesday February 9th
Metcalf, Stephen. 2017. "Neoliberalism: The Idea That Changed the World." *The Guardian*. 8(18): 3-7. **AND**

Harrison, Jill. 2014. "Neoliberal environmental justice: mainstream ideas of justice in political conflict over agricultural pesticides in the United States." *Environmental Politics* 23(4): 650-669. **Both Carmen**

Wednesday: Weekly discussion post and Reading Response 1 Due

Thursday February 11th:

Documentary at home : Flow (83 minutes)

Week 6 (Water and Environmental Racism)

Tuesday February 16th

Campbell, Carla, Rachael Greenberg, Deepa Mankikar, and Ronald Ross. 2016. "A Case Study of Environmental Injustice: The Failure in Flint." *International Journal of Environmental Research and Public Health*. 13(10): 951-962. **Carmen**

Nigra, Anne. 2020. "Environmental Racism and the need for Private Well Protections." *PNAS*. 117(30): 17476-17478. **Carmen**

Wednesday: Weekly discussion post due

Thursday February 18th

Toxic Communities Intro and Chapter 1 (pg. 1-32)

Week 7 (Environmental Racism)

Tuesday February 23rd: NO CLASS

Thursday February 25th

Toxic Communities Chapter 2 (pg. 33-46)

Week 8 (Environmental Racism)

Tuesday March 2nd

Toxic Communities Chapter 4 (pg. 69-97)

Wednesday: Weekly discussion post due

Thursday March 4th

Pastor, Manuel, Jimm Sadd, and John Hipp. 2002. "Which came first? Toxic Facilities, Minority Move-In, and Environmental Justice." *Journal of Urban Affairs* 23(1): 1-21. **Carmen**

Week 9 (Environmental Racism)

Tuesday March 9th

Boone, Christopher and Ali Modarres. 1999. "Creating a Toxic Neighborhood in Los Angeles County: A Historical Examination of Environmental Inequality." *Urban Affairs Review* 35(2): 163-187. **Carmen**

Wednesday: Weekly discussion post and Reading Response 2 Due

Thursday March 11th

Pulido, Laura. 2010. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." *Annals of the Association of American Geographers*. 90: 12-40.

Carmen

Week 10 (Residential Segregation)

Tuesday March 16th

Toxic Communities Chapter 7 (pg. 147-191)

Wednesday: Weekly discussion post

Thursday March 18th

Toxic Communities chapter 8 (pg. 192-227)

Week 11: (Internal Colonization)

Tuesday March 23rd

Toxic Communities Chapter 3 (47-68)

Thursday March 25th

Documentary at home: Awake (86 minutes)

Week 12 (Park Access)

Tuesday March 30th

West, Paul. 1999. "Local Parks and Race" *Leisure Sciences* 11: 11-28. **Carmen**

Dai, Dajun. 2011. "Racial/Ethnic and socio-economic disparities in urban green space accessibility." *Landscape and Urban Planning*. 102(4): 234-244. **Carmen**

Wednesday: Weekly discussion post due

Thursday April 1st: NO CLASS

Week 13 (The Built Environment)

Tuesday April 6th

Cutts, Bethany, Kate Darby, Christopher Boone, and Alexandra Brewis. 2009. "City structure, obesity, and environmental justice- An integrated analysis of physical and social barriers to walkable streets and park access." *Social Science and Medicine* 69(9): 1314-1322. **Carmen**

Wednesday: Weekly discussion post due

Thursday April 8th

Bell and Ashwood: Chapter 11: Mobilizing the Ecological Society (pg. 315-344)

Week 14 (Governance)

Tuesday April 13th

Bell and Ashwood: Chapter 12: Governing the Ecological Society (pg. 345-364)

Wednesday: Weekly Discussion Post due

Thursday April 15th

Checker, Melissa. 2007. "But I know it's True: Environmental Risk Assessment, Justice and Anthropology." *Human Organization* 66(2): 112-124. **Carmen**

Week 15 (Issues within Activism)

Tuesday April 20th

Bell, Shannon and Yvonne Braun. 2010. "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia." *Gender & Society* 24(6): 794-813. **Carmen**

Wednesday: Reading Response 3 Due

Thursday April 22nd.

Lichertman, Paul. 1995. "Piecing together multicultural community: Cultural Differences in Community Building Among Grass-Roots Environmentalists." *Social Problems* 513-534. **Carmen**

Finals Week

FINAL EXAM – AVAILABLE XX AND MUST BE COMPLETED BY YYY 11:59 P.M.

SOCIOLOGY 3460

Environmental Justice

Fall 2019

T/R 12:45-2:05

Jennings 060

Instructor: Dr. Michelle Oyakawa

Office: Townshend 169

Email: oyakawa.4@osu.edu or michelleoyakawa@gmail.com
(Note- emails sent to @buckeyemail.osu.edu do NOT reach me, please use @osu.edu or Gmail)

Office Hours: T/R 8-10 am and by appt.

COURSE DESCRIPTION:

This course will explore how environmental problems such as pollution, ecological destruction, and climate change are experienced differently across race, gender, social class, and region. We will focus on how capitalism, racism, culture, politics, science, and technology operate with regard to the environment. This course will emphasize topics related to environmental racism and social movements that have emerged to combat environmental destruction and its disproportionate impacts on the poor and people of color. Topics covered will include the impacts of climate change, mountaintop removal in Appalachia, food systems, water quality in Flint MI and elsewhere, and community organizing efforts to combat abuse and injustices. How can ordinary citizens challenge powerful corporate interests to protect their neighborhoods and communities from environmental harm? Students will learn sociological theories as well as practical skills in community organizing that will help them understand environmental issues and work for environmental justice in their communities.

REQUIRED TEXTS:

From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement by Luke Cole and Sheila Foster, 2001.

Ecosocialism: A Radical Alternative to Capitalist Catastrophe by Michael Lowy

Other readings will be posted online on Carmen/Canvas

Optional text: *An Invitation to Environmental Sociology*, 5th edition. Bell and Ashwood, 2012.

COURSE REQUIREMENTS:

20% Active class participation

Participation includes:

- (1) Attendance
- (2) Participating in class discussion by speaking in class and small group discussions
- (3) Participating in in-class activities and completing in-class writing exercises

I will allow 2 “free” absences for any reason. After that, each missed class will result in a decrease in your participation grade, with very few exceptions. Missing the first day of class will not count as an absence.

While most of the participation grade is derived from attendance, if you never speak in class, your grade will be affected.

If there is an ongoing issue (health, family, athletics, etc) that affects your ability to attend this class, you need to communicate that to me in a timely manner. If you think you will miss more than 2 class sessions, I would strongly advise you to consider dropping this course.

30% Reflections

Writing prompts will be posted on Carmen on selected Fridays under “Quizzes.” The prompts will ask you to reflect on readings and/or in-class discussions from that week. All reflections are due prior to the start of the next Thursday class. So you will have from Friday when the reflection prompt is posted until the next Thursday at the start of class.

The reflection prompts may include assignments that will require you to read news articles, write 1-2 page reflections, do minor research on an EJ related topic. So, do not wait until the last minute to look at the assignment.

Some reflections may ask you to discuss in-class activities or things that happened in class discussions, so if you do not attend class you will not be able to get full credit (another reason why coming to class is important). There will not be timed access and you can open the quiz multiple times. Late reflections will only be accepted with prior permission from the instructor.

The 2 lowest scores will be dropped.

The reflections are ‘open book,’ you can use readings and notes. There will be 8 total.

50% Exams (20% Midterm; 30% Final)

The exams will include multiple choice, T/F, short answer and essay questions. You will be held responsible for all material covered in course readings and lectures/class discussions. I will hand out a detailed study guide at least a week prior to the exams.

If you need to take a late make-up exam and do not have a well-documented LEGITIMATE reason for needing to do so (alarm clock not going off/out of town on a pre-planned trip do not count), I will take points off to be fair to students who took the exam on time. If you would like to take an exam early let me know awhile in advance; I do not guarantee that I will be able to meet your request but I will try.

COURSE EXPECTATIONS:

What you can expect from me:

1. I care about teaching and will put in my full effort and do my best to make the class interesting and engaging.
2. I will try my best to learn your name.
3. I will treat you with respect and as adults.
4. In creating assignments/quizzes/tests, my goal is to be challenging but fair. Thus, do not expect that this will be an 'easy' class, but my goal is never to trick you or force you to do busy work/memorize things that aren't useful.
5. I will be clear about my expectations of you and provide strategies to help you succeed in meeting course requirements.
6. I will be accessible and available to help you understand the material and address any concerns.
7. I will answer emails within 8 business hours of their receipt (business hours: 9-5 M-F).
8. If changes are made to anything on the syllabus, an announcement will be made in class and on Carmen.
9. I will complete all grading in a timely manner (Goal: 14 days max).

What I expect from you:

1. Be physically and mentally present in class: In order to be successful in this course, you must come to class and pay attention during class. Period. *If you think you will miss more than 2 class sessions, you may want to consider dropping this course.*
2. Complete the required readings before coming to class: I assign what I strongly believe is a reasonable and fair amount of reading for a 300-level college course. Most of the material covered in the class comes directly from the readings assigned. Students who do the reading will get a lot more out of this class and will be more successful on exams and assignments than students who do not. I understand that you may not be able to carefully read every page of every reading assigned, but you should put in your full effort to read as much as possible and strategically skim what you can't read closely. *If you do not think you will be able to complete the majority of the readings assigned, you may want to consider dropping this course.*

3. NO TEXTING/GOING ON THE INTERNET DURING CLASS: These things need to take place outside of the classroom. Your participation grade will suffer if you are a repeat offender.
4. Keep me informed about anything that may be affecting your performance in the course. I will be flexible about course requirements ONLY to the extent that I am informed of extenuating circumstances in a timely manner with proper documentation.

CLASS SCHEDULE:

NOTE: Readings listed must be completed BEFORE the class session under which they are listed. Readings and power points will appear under MODULES on Carmen organized by week.

First half of semester: Overview of EJ, EJ issues, sources of environmental problems

Second half of semester: Solutions, EJ Movement, Organizing

WEEK 1: No reflection

Tuesday August 20: Introduction

- No reading 😊

Thursday August 22: What is Environmental Justice?

- Cole and Foster Preface - Ch 1 (pg. 1-33)

WEEK 2:

Tuesday August 27: Environmental Racism

- Cole and Foster Ch. 2

Thursday August 29: EJ Movement Issues- Race

- Guthman 2008- Food deserts/alternative food movement (Carmen)

WEEK 3:

Tuesday September 3: Energy and Sustainability

- News articles on Carmen

Thursday September 5: Climate Change

- Beck 2014- How climate change might save the world
- Reflection #1 due (week of Aug. 27)

WEEK 4:

Tuesday September 10: Water

- No reading- Watching documentary Flow in class

Thursday September 12: Water

- Lopez and Jacobs 2018 (Water, Coca-Cola, Diabetes)
- MacDonald 2018 (Coke not giving water back that it uses)
- Reflection #2 due (week of Sept 3)

WEEK 5:

Tuesday September 17: Toxic Uncertainty

- Flammable Intro, Ch 1 and Ch 4 (Carmen)

Thursday September 19:

- No new reading, catch up day
- Reflection #3 due (week of Sept 10)

WEEK 6:

Tuesday September 24: Sources of Environmental Problems

- Ecosocialism Ch. 1

Thursday September 26: Sources of Environmental Problems

- Ecosocialism Ch. 3
- Neoliberalism: The Idea that Swallowed the World
- No reflection due this week

WEEK 7:

Tuesday October 1: Sources of Environmental Problems

Thursday October 3:

- No new reading
- Catch up day and midterm exam review
- Reflection #4 due (week of Sept 24)

WEEK 8: No reflection

Tuesday October 8: MIDTERM EXAM

Thursday October 10: NO CLASS- FALL BREAK

WEEK 9:

Tuesday October 15: Conceptions

- Bell and Ashwood selection (Carmen)

Thursday October 17: EJ Movement Issues- Gender

- Bell and Braun 2010: Gender and EJ Movements in Appalachia

WEEK 10:

Tuesday October 22: Connections

- Bell and Ashwood selection (Carmen)

Thursday October 24: Connections

- Handouts on one-to-one meetings (Carmen)
- Note: We will be practicing one-to-one meetings during class time
- Reflection #5 due (week of Oct 15)

WEEK 11:

Tuesday October 29: Connections

- Ecosocialism Ch. 2

Thursday October 31: Contestation- EJ Movement

- Cole and Foster Ch. 4
- Reflection #6 due (week of Oct 22)

WEEK 12:

Tuesday November 5: Contestation-EJ Movement

- Cole and Foster Ch. 5

Thursday November 7: Contestation EJ Movement

- Catch up day
- Reflection #7 due (week of Oct 29)

WEEK 13:

Tuesday November 12: Indigenous struggles

- Ecosocialism Ch. 4 and 5

Thursday November 14:

- No new reading (will be watching documentary RISE in class)

WEEK 14:

Tuesday November 19: Contestation

- Piven 2006 Intro and Ch. 1

Thursday November 21: Organizing and Building Movement

- Community organizing: people power from the grassroots
- Reflection #8 due (week of Nov 12)- this is the final reflection.

WEEK 15:

Tuesday November 26: Contestation

- Structure vs. Movement chapter on Carmen (Piven vs. Alinsky)

Thursday November 28: NO CLASS- THANKSGIVING BREAK

WEEK 16:

Tuesday December 3: Last day of class

- Catch up day; final exam review
- No additional reading

FINAL EXAM: Tuesday December 10 2:00-3:45 pm

OTHER SYLLABUS STUFF

This course fulfills the following GE requirement:

Social Science- Human, Natural and Economic Resources

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Human, Natural, and Economic Resources

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use

This course fulfills this requirement by covering topics related to sustainability and the interaction of humans with their environment from a justice-oriented perspective. Students will learn sociological theories that will inform their understanding of humans' interactions with the environment and how environmental issues impact human societies.

Statement on Academic Integrity:

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.

Disability Services Statement

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or slds@osu.edu.

SOC 3460 Environmental Justice

Spring 2021

Cunz Hall 150

Tuesday and Thursday 12:45-2:05

Christopher Kleps

Office Hours: [Via Zoom Link](#)

Password: 719314

Email: Kleps.1@osu.edu

Course Description and Objectives:

This course will explore how environmental problems such as pollution, ecological destruction, and climate change are experienced differently across race, gender, social class, and region. We will focus on how capitalism, racism, culture, politics, science, and technology operate with regard to the environment. This course will emphasize topics related to environmental racism and social movements that have emerged to combat environmental destruction and its disproportionate impacts on the poor and people of color. Topics covered will include the impacts of climate change, concentrations of toxins in poor and minority communities, mountaintop removal in Appalachia, food systems, water quality in Flint MI and elsewhere, and community organizing efforts to combat injustices. How can ordinary citizens challenge powerful corporate interests to protect their neighborhoods and communities from environmental harm?

I believe Sociology is best learned through conversation, and not reading followed by a lecture simply summarizing the reading. Our online discussion boards are a place to share insights. It is your job to do the course readings and be ready to have substantive online discussion of them. If we are lucky we will have many substantive, but respectful, disagreements there. Remember *you must always treat each other with dignity and listen to your classmates' ideas*. I will treat you with this same respect. We will cover sensitive topics and you must remember all opinions are to be respected. That said, opinions and facts are not the same thing. We would all do well to remember the difference before we write and consider revising our opinions when the facts do not support them. Our classmates can often be a great source of insight our own lives may not have exposed us to.

COURSE GOALS: By the end of the course, students should be able to:

- examine environmental issues from a sociological perspective, especially human causes of environmental change such as technology, population, and consumption
- analyze and explain how social and natural systems function, interact, and evolve over time;
- explain how human wellbeing depends on these interactions
- explain how actions have impacts on subsequent generations and societies globally
- articulate how human values, behaviors, and institutions impact multi-faceted, potential solutions across time

REQUIRED TEXTS:

An Invitation to Environmental Sociology, 5th edition. Bell and Ashwood, 2012.

Taylor, Dorceta. 2014. *Toxic Communities*. New York: NYU Press.

Other readings will be posted online on Carmen/Canvas

GE STATEMENT

This course fulfills the following GE requirement:

Sustainability: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

GE Course Information Sociology 3460 fulfills the General Education theme “Sustainability”

| Theme: Sustainability | |
|---|---|
| Goals | Expected Learning Outcomes |
| GOAL: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time. | Successful students are able to ... |
| | 1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. |
| | 1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. |
| | 1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. |

Modules: To assist in course organization, I have divided the course into 15 weekly modules.

Within each module you will find the following:

1. The reading material for the week
2. The discussion board for the week
3. Any at home viewing materials
4. Any other assignments due that week
5. The office hours signup

Due Dates: Every single assignment is due on a Wednesday at 11:59 PM. In addition to the syllabus below, the due dates for assignments are reflected on Carmen in several places: 1. On your “to do” list on the middle right of the course homepage, 2. Within the weekly modules section, and 3. Within the assignments tab.

Office Hours: Each week you will find a signup sheet for office hours on Friday from 11-3 via zoom. The signup locks Thursday evening. If you are unable to attend during this time, please reach out via email and we can arrange an alternate time.

SUMMARY OF GRADING

- 1. Carmen Discussion: 24% (10 weekly discussions, each worth 3 points)**
- 2. Reading Responses: 24% (Three Responses scored 0-6 points)**
- 3. Paper Proposal: 7% (One proposal worth 7 points)**
- 4. Papers: 45% (The first is worth 20 points the second is worth 25 points)**
- 5. Extra Credit: Up to 3 points**

COURSE REQUIREMENTS

- 1. Attendance:** While I will not be taking attendance, I still encourage full attendance to get the most out of the course. Class will be an opportunity to clarify the assigned readings, engage in discussion, and explore new directions for the day's topic.
- 2. Carmen Discussion:** During ten weeks this semester, I will post questions to Carmen. You are required to do one of two things: 1. Give a substantive response to the question or 2. Reply to a classmate's discussion post. Substantive posts will answer the question and provide evidence from the reading or that you've come across in this class or others. I expect them to be at least two paragraphs long. I will be reviewing and participating in these posts myself to help push the discussion forward.
- 3. Reading Responses:** You will be required to write three reading responses based on assigned readings for this class. The first reading response is due week 5. The second is due week 9. The third is due week 15. In this reading response, you will summarize the reading and then do one of the following: 1) Write about how this reading relates to your own life and experiences, 2) Write about how this relates to Columbus, 3) Write about something in the reading that had a strong impact on you and why, 4) Evaluate the strengths and weaknesses of this reading, or 5) Write about how we could solve the problem discussed. This response should be 1-2 pages. The summary portion should take up no more than half of your paper. A rubric will be posted on the Canvas page.
- 4. Paper:** There will be one paper in this course, but it will be divided into three parts. The paper will be about an environmental justice issue of your choosing. It will discuss the specifics of the problem itself, the social forces that created and contribute to the problem, the group(s) working to remedy the problem, the work they've proposed or already done, your own independent ideas for solving the problem, and discussion of why we can expect the various solutions to work or not. This is intended to be a critical paper, not merely a descriptive paper. By which I mean, I expect you to present arguments for why we should care about the problem and empirical evidence for how potential discussed solutions will be effective. Detailed rubrics are posted on Carmen for parts 1 and 2.

Paper Proposal: This will be a ½-1 page proposal. In this proposal you will briefly identify the problem, briefly explain why it's worthy of inclusion in your paper, and provide at least two scholarly sources that you intend to cite for your paper. This will also include a brief discussion of how those sources will be relevant. This paper will help keep you accountable and give me an opportunity to provide feedback prior to the first major assignment.

Paper Part 1 (The Problem): In this portion of the paper you will identify the specific problem you intend to discuss. You will also identify the social causes and contributions of the problem. Discussing the problem will include details such as the location, how people and the environment are affected, and how it is an issue of environmental justice as opposed to only being an issue of general environmental protection. Students will also need to convince the reader (me) why they should care about the problem. While it is certainly appropriate to discuss the injustice of the problem, the most effective papers will also discuss how the problem might impact those not obviously considered within the danger zone. Students should also provide specific factual and theoretical details for how the problem came to arise and why it continues. This section must be at least three pages and no more than six.

Paper Part 2 (The Solution): In this portion of the paper you will discuss any group(s) fighting to solve the problem discussed in the first paper. If there are issues of inequality within the organization itself, this should be discussed. You should also discuss how the group(s) are specifically considering matters of justice and not just general protection. This section will also include discussion of the actions the group(s) are taking to fix the problem or any proposed solutions. You should also propose at least one additional solution of your own. Be creative. This section should be critical and supported by evidence. Instead of merely describing the solutions proposed by yourself and the group(s) you should be evaluating the likelihood that they will work. To support your position, you will need to find evidence and not merely speculate. This section must be at least three pages and no more than six.

5. Extra Credit

Once you have turned in your four reading responses, you may do up to 2 extra reading responses. You can receive up to 1.5 points of extra credit added to your final grade based on the quality of the extra response (.5 for C or lower, 1 for B, 1.5 for A).

OSU Standard Grading Scheme:

| Starting % | Grade |
|------------|-------|
| 93 | A |
| 90 | A- |
| 87 | B+ |
| 83 | B |
| 80 | B- |
| 77 | C+ |

| | |
|----|----|
| 73 | C |
| 70 | C- |
| 67 | D+ |
| 63 | D |
| 60 | D- |
| 0 | E |

ADMINISTRATIVE

Academic Misconduct: While this course is now online, expectations regarding academic integrity are no different than they would be for an in-person class. While I believe learning is best done collaboratively, some assessments must be done individually. I will note on each graded assignment whether you are permitted to work on it collaboratively. However, even for assignments allowing for collaborative learning all writing must be done individually and be your own work. Please note, that for some assignments I do use Turnitin to verify that written assignments are your original work.

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 (oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity
(oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Disability Statement: 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Basic Need Security Statement: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, is urged to explore resources provided by OSU including student services and benefits (<https://online.osu.edu/student-services-benefits>) and the food pantry provided by the Buckeye Food Alliance (<http://www.buckeyefoodalliance.org/>).

Adopted from Sara Goldrick-Rab's medium post
(<https://storify.com/saragoldrickrab/basic-needs-security-and-the-syllabus>).

Email: I will respond to all emails within one business day. Keep in mind this may mean that emails received on Friday are responded to by Monday. Please also know that I do not typically monitor my email throughout the entire day. Therefore, last minute emails may not receive replies as early as you are hoping. **Please write your emails in a**

professional manner. Include a proper greeting and closing and give attention to grammar and spelling (occasional typos are inevitable and perfectly understandable). My email is kleps.1@osu.edu.

Late Work: Late work can almost always be avoided, but I understand emergency situations can arise. However, emergencies are not an excuse for procrastination. Work is due at the beginning of class, unless otherwise stated on the syllabus. Late work will receive a 1% deduction per hour, and up to 10% per day. In the event of an emergency, please provide documentation ASAP.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until: 1. your fees are paid, OR 2. you have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

COURSE SCHEDULE AND DUE DATES

Week 1 (Welcome and Intro)

Tuesday January 12th

No Reading

Wednesday: Weekly Discussion Post Due

Thursday January 14th

Read Bell and Ashwood pg. 29-40 (Section on Environmental Justice)

Week 2 (Justice and Sustainability)

Tuesday January 19th

Read Bell and Ashwood pg. 171-191 (Chapter 6: Body and Justice) Bell and

Ashwood pg. 29-40 (Section on Environmental Justice)

Thursday January 21st

Bell and Ashwood pg. 8-28 (Sustainability)

Week 3 (Solutions and Sources of Environmental Problems)

Tuesday January 26th

Beck, Ulrich. 2010. "How Climate Change Might Save the World" *Harvard Design Magazine*. 39: 1-9. **Carmen**

Wednesday: Weekly discussion post due

Thursday January 28th
Bell and Ashwood- Ch 2 Consumption (pg. 49-75)

Week 4 (Sources of Environmental Problems)

Tuesday February 2nd
Documentary at Home: The End of Suburbia (52 minutes)

Wednesday: Weekly discussion post

Thursday February 4th
Bell and Ashwood- Ch 3- Money and Markets (pg. 78-106)

Week 5 (Economics and the Environment)

Tuesday February 9th
Metcalf, Stephen. 2017. "Neoliberalism: The Idea That Changed the World." *The Guardian*. 8(18): 3-7. **AND**
Harrison, Jill. 2014. "Neoliberal environmental justice: mainstream ideas of justice in political conflict over agricultural pesticides in the United States." *Environmental Politics* 23(4): 650-669. **Both Carmen**

Wednesday: Weekly discussion post and Reading Response 1 Due

Thursday February 11th:
Documentary at home : Flow (83 minutes)

Week 6 (Water and Environmental Racism)

Tuesday February 16th
Campbell, Carla, Rachael Greenberg, Deepa Mankikar, and Ronald Ross. 2016. "A Case Study of Environmental Injustice: The Failure in Flint." *International Journal of Environmental Research and Public Health*. 13(10): 951-962. **Carmen**
Nigra, Anne. 2020. "Environmental Racism and the need for Private Well Protections." *PNAS*. 117(30): 17476-17478. **Carmen**

Wednesday: Weekly discussion post and Paper Proposal Due

Thursday February 18th
Toxic Communities Intro and Chapter 1 (pg. 1-32)

Week 7 (Environmental Racism)

Tuesday February 23rd: NO CLASS

Thursday February 25th
Toxic Communities Chapter 2 (pg. 33-46)

Week 8 (Environmental Racism)

Tuesday March 2nd

Toxic Communities Chapter 4 (pg. 69-97)

Wednesday: Weekly discussion post due

Thursday March 4th

Pastor, Manuel, Jimm Sadd, and John Hipp. 2002. "Which came first? Toxic Facilities, Minority Move-In, and Environmental Justice." *Journal of Urban Affairs* 23(1): 1-21. **Carmen**

Week 9 (Environmental Racism)

Tuesday March 9th

Boone, Christopher and Ali Modarres. 1999. "Creating a Toxic Neighborhood in Los Angeles County: A Historical Examination of Environmental Inequality." *Urban Affairs Review* 35(2): 163-187. **Carmen**

Wednesday: Weekly discussion post and Reading Response 2 Due

Thursday March 11th

Pulido, Laura. 2010. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." *Annals of the Association of American Geographers*. 90: 12-40. **Carmen**

Week 10 (Residential Segregation)

Tuesday March 16th

Toxic Communities Chapter 7 (pg. 147-191)

Wednesday: Weekly discussion post

Thursday March 18th

Toxic Communities chapter 8 (pg. 192-227)

Week 11: (Internal Colonization)

Tuesday March 23rd

Toxic Communities Chapter 3 (47-68)

Wednesday March 24th: Paper Part 1 Due

Thursday March 25th

Documentary at home: Awake (86 minutes)

Week 12 (Park Access)

Tuesday March 30th

West, Paul. 1999. "Local Parks and Race" *Leisure Sciences* 11: 11-28. **Carmen**

Dai, Dajun. 2011. "Racial/Ethnic and socio-economic disparities in urban green space accessibility." *Landscape and Urban Planning*. 102(4): 234-244. **Carmen**

Wednesday: Weekly discussion post due

Thursday April 1st: NO CLASS

Week 13 (The Built Environment)

Tuesday April 6th

Cutts, Bethany, Kate Darby, Christopher Boone, and Alexandra Brewis. 2009. "City structure, obesity, and environmental justice- An integrated analysis of physical and social barriers to walkable streets and park access." *Social Science and Medicine* 69(9): 1314-1322. **Carmen**

Wednesday: Weekly discussion post due

Thursday April 8th

Bell and Ashwood: Chapter 11: Mobilizing the Ecological Society (pg. 315-344)

Week 14 (Governance)

Tuesday April 13th

Bell and Ashwood: Chapter 12: Governing the Ecological Society (pg. 345-364)

Wednesday: Weekly Discussion Post due

Thursday April 15th

Checker, Melissa. 2007. "But I know it's True: Environmental Risk Assessment, Justice and Anthropology." *Human Organization* 66(2): 112-124. **Carmen**

Week 15 (Issues within Activism)

Tuesday April 20th

Bell, Shannon and Yvonne Braun. 2010. "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia." *Gender & Society* 24(6): 794-813. **Carmen**

Wednesday: Reading Response 3 Due

Thursday April 22nd.

Lichertman, Paul. 1995. "Piecing together multicultural community: Cultural Differences in Community Building Among Grass-Roots Environmentalists." *Social Problems* 513-534. **Carmen**

Finals Week

Wednesday April 28th: Paper Part 2 Due

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

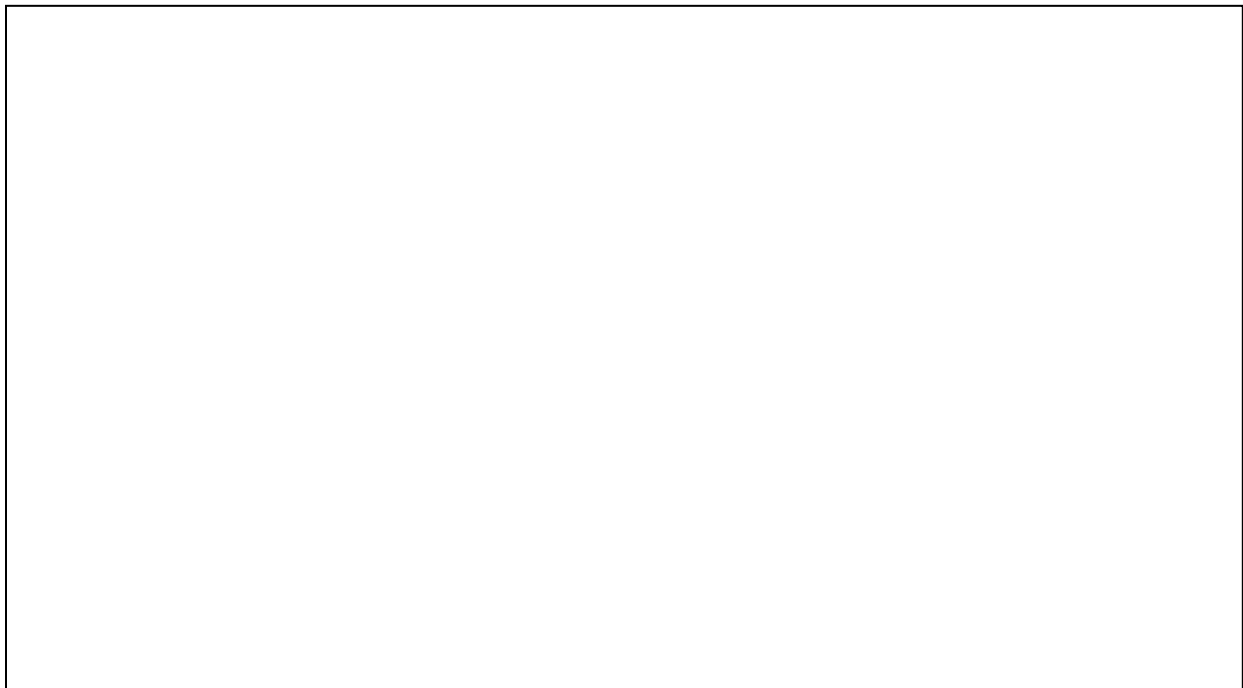
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

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

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)