

Term Information

Effective Term Autumn 2023
Previous Value Summer 2012

Course Change Information

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

- (1) distance learning status
- (2) sustainability theme of new GE

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

respond to new GE

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)?

n/a

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	Envrnmntal 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?	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, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions 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
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

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

- Sociology 3460-DLSyllabus Memo 1.19.2023.docx: memo describing responses to committee
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Sociology 3460-DLSyllabus 1.19.23.docx: revised syllabus
(Syllabus. Owner: Downey, Douglas B)

Comments

COURSE CHANGE REQUEST
3460 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/27/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/20/2023 12:53 PM	Submitted for Approval
Approved	Downey, Douglas B	01/20/2023 12:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/27/2023 02:46 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/27/2023 02:46 PM	ASCCAO Approval

Below is the list of contingencies and recommendations from the Themes Panel of the ASC Curriculum Committee arising from their September 27th meeting. Following each of their concerns, our responses appear in italicized and bold text.

- **Contingency:** The reviewing faculty ask that language surrounding GEN Theme: Sustainability be added to the description of the course paper, found on pages 6 and 7 of the course syllabus, as this appears to be a major component of how the course will connect to the GEN Theme ELOs. ***Sustainability language has been added to all components of the paper – the Proposal, the Problem, and the Solution.***
- **Contingency:** The reviewing faculty ask that the Goals and ELOs for the course’s GEL category, Social Science – Human, Natural, and Economic Resources, and a brief rationale on how the course will fulfill these ELOs be added to the course syllabus. The Legacy General Education Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos>. Additionally, while they recognize that part of the Goals and ELOs are added to the syllabus for the GEN Theme: Sustainability, they ask that all of the Goals and ELOs be placed within the course syllabus. The Goals and ELOs for the GEN Theme: Sustainability can be found on the ASC Curriculum and Assessment Services website in an easily copy-and-paste format: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>. ***Both sets of Goals and ELOs have been added. See pp2-3.***
- **Contingency:** The reviewing faculty ask that the language of Sustainability be included within the course syllabus and, specifically, course assignments to better connect it to the GEN Theme category and help establish the course as an advanced study of Sustainability. ***Per the point above, we added Sustainability Theme language to the description of the Course Paper. We also added Sustainability topics to the Reading Responses (specifically, points 2 and 5 have been edited to include Sustainability language). Point 2 asks students to think about how social and natural systems interact and point 5 asks students to think about the scale of effort needed.***
- **Recommendation:** The reviewing faculty offer a friendly recommendation to redesign the writing/paper assignment (pages 6-7 of the syllabus) to be a scaffolded assignment that breaks the point distribution down from 45 points to individual parts to allow students opportunity for feedback and improve their overall course grade and writing skills.

Following this recommendation, we have added a Paper Draft that is due earlier, allowing students to get feedback and develop their paper in a “scaffolded” style.



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.**

Specifically, this course aims to fulfill the following Goals and Expected Learning Outcomes from the GEN Theme: Sustainability and the GEL category: Social Science – Human, Natural, and Economic Resources:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
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.
3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

4. 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.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. 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.
- 4.1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
- 4.2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- 4.3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
- 5.1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
- 5.2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
- 5.3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

6.1. 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.

6.2. 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.

6.3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course fulfills 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
Paper proposal	5 pts
Paper Draft	15 pts
Paper	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.

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 how the problem arises from an interplay between social and natural systems, 4) Evaluate the strengths and weaknesses of this reading, or 5) Write about how we could solve the problem discussed, and at what level – individually, locally, collectively. 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.

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, but the Paper Draft is due 4 weeks before the Final Paper so that you have time to revise and improve your paper.

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. Your problem must reflect an analysis of the interaction between human and natural systems. 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. That is, you must detail how human actions have global impacts that may shape subsequent generations. 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 in constructing an argument that addresses the multifaceted solutions that will be required. 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.

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:** sllds@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)
29-40 (Section on Environmental Justice)

Bell and Ashwood pg.

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 PAPER –MUST BE COMPLETED BY YYY
11:59 P.M.**