Term Information

Effective Term	Spring 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 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	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?	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 sylalbus

  (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-DLSyllabusb.docx: revised DL syllabus

  (Syllabus. Owner: Downey,Douglas B)

- Change Memo.docx: description of changes made

  (Cover Letter. Owner: Downey,Douglas B)

- Sociology 3460-DLSyllabus 8.16.22 (1).docx: Revised DL syllabus

  (Syllabus. Owner: Downey,Douglas B)

Comments

- Please see Panel feedback email sent 03/07/2022. *(by Hilty,Michael on 03/07/2022 12:10 PM)*

- 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
Approved	Vankeerbergen,Bernadette Chantal	01/11/2022 12:01 PM	College Approval
Revision Requested	Hilty,Michael	03/07/2022 12:10 PM	ASCCAO Approval
Submitted	Downey,Douglas B	08/17/2022 08:28 AM	Submitted for Approval
Approved	Downey,Douglas B	08/17/2022 08:29 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/16/2022 04:56 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/16/2022 04:56 PM	ASCCAO Approval

To: Themes Panel of the ASC Curriculum Committee
From: Doug Downey, Director of Undergraduate Studies, Department of Sociology
RE: Sociology 3460 as a Sustainability GE

In response to feedback from the February 25th 2022 committee meeting the department revised the syllabi for SOC 3460. The in-person and online course now have the same evaluative components. Regardless of the delivery method, student evaluations come from participation, responses to threaded discussions, and a course paper. This reconciles differences between the submitted syllabi.

In terms of sustainability-specific learning outcomes, here are the goals, followed by how this course satisfies those goals:

1.1 Engage in critical and logical thinking about the topic of idea of sustainability. Occurs throughout the course, including based upon carefully curated reading assignments, discussion questions designed to elicit critical thinking, and a course paper forcing students to synthesize course material.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability. Occurs through public discussions with peers regarding course content, and through the course paper that requires students engage with primary scholarly sources.
2.1 Identify, describe and synthesize approaches or experiences as they apply to sustainability. Occurs through reading and discussion of course content. Various perspectives, including capitalist and environmental racism, are covered and discussed to illustrate perspectives on sustainability.
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. Occurs through threaded discussions and the course paper.

 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems. Occurs throughout the entire course, including all evaluative components. The paper explicitly has an element of sustainability.

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. Occurs through threaded discussions and the course paper.

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. Occurs through the course paper where students must identify an environmental justice issue, describe the situation and perspectives on it, and propose solutions to the successful stewardship of resources.

In terms of GE ELOs, here are those goals, followed by how this course satisfies those goals:

1. INTELLECTUAL and COGNITIVE SKILLS: Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life. Occurs through written evaluations of students work. Students respond to discussion threads, engaging with one another. The course paper asks students to understand the various perspectives of an environmental issue, take a stand, and anticipate the likely outcomes.
2. MODES OF INQUIRY: Successful students will engage with and apply a range of important modes of thought, inquiry and expression. Occurs via discussion questions and the course paper where students are forced to think critically about course topics for themselves.
3. EDUCATED GLOBAL CITIZENSHIP: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national and global settings. Occurs through all course content. We are sociologists – what we do is try to understand group differences and why they occur. Students will be exposed to various perspectives on cultural differentiation and intergroup relations.
4. EMOTIONAL, SOCIAL and PROFESSIONAL ABILITIES: Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth. Occurs through feedback from instructor and peers. Discussion posts are opportunities for students to learn from one another. The course content also forces students to think about the moral implications of sustainability, such as environmental equity.

THE OHIO STATE UNIVERSITY

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)](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	45 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 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.

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.

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 Greeneville 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, Christipher 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 Communty Building Among Grass-Roots Environmentalists." *Social Problems* 513-534. **Carmen**

Finals Week

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

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 seeking 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

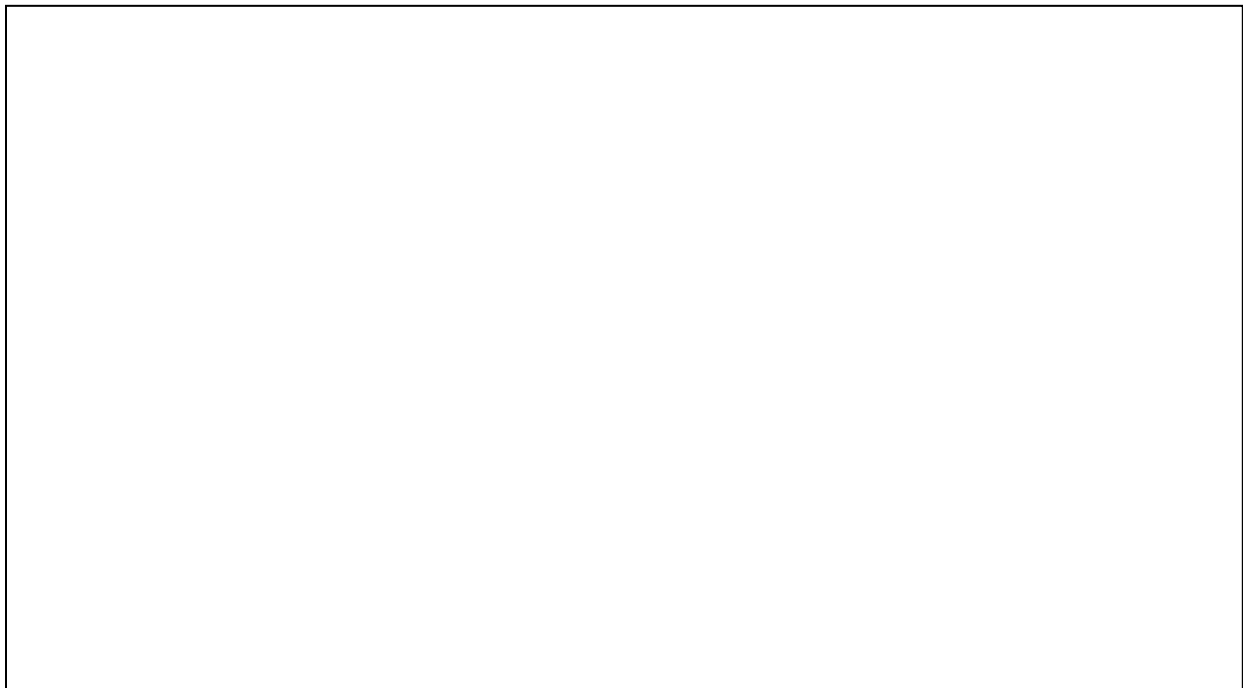## General Expectations of All Themes

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)_

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)*

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)*

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)*

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)*

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by   on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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