Term Information

Effective Term   Autumn 2022

Course Change Information

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

Addition of fully online section of the course; addition of all campuses as potential campuses of offering; removal of recitation component; addition of two

course goals that align with new GE ELOs; update to course topics

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

To make the course more widely available to students; campus are as requested with new GE; recitation component is a relic of Q2S transition - course has

not been offered with a recitation for a number of years.

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	Environment & Natural Resource
Fiscal Unit/Academic Org	Sch of Enviro&Natural Res - D1173
College/Academic Group	Food, Agric & Environ Science
Level/Career	Undergraduate
Course Number/Catalog	2300
Course Title	Society and Natural Resources
Transcript Abbreviation	Society & Nat Res
Course Description	Introduction to interactions between humans, natural resources, and ecosystems from a social science perspective.
Previous Value	*Introduction to interactions between humans, natural resources, and ecosystems from a social science perspective.* *Au, Sp, Su Sems.*
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
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Previous Value	*Lecture, Recitation*
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, Mansfield, Wooster*

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for 203.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	03.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Human, Natural, and Economic Resources; Social and Behavioral Sciences

Course Details

Course goals or learning objectives/outcomes

- Consider different value systems, competing interpretations of the relationship between humans and nature, and the varying ways that social power is organized to influence and/or determine the status of natural resources.
- Describe structural functional models of human society and how culture, institutions, community-social order, and the polity affect ecosystem and natural resource values.
- Describe process models of human society and how social dilemmas, economic processes, and political processes affect ecosystems and natural resources.
- Describe the social construction model of human society and how symbolic meanings and differential power affect ecosystems and natural resources.
- Analyze and apply the theory and methods to environmental problems.
- Evaluate social and ethical implications of methods used in social and behavioral research.

Previous Value	*• Consider different value systems, competing interpretations of the relationship between humans and nature, and the varying ways that social power is organized to influence and/or determine the status of natural resources.*
	• Describe structural functional models of human society and how culture, institutions, community-social order, and the polity affect ecosystem and natural resource values.
	• Describe process models of human society and how social dilemmas, economic processes, and political processes affect ecosystems and natural resources.
	• Describe the social construction model of human society and how symbolic meanings and differential power affect ecosystems and natural resources.

Content Topic List

- Functionalism
- Conflict theory
- Symbolic interactionism
- Environmental justice & international environmental justice
- Remedies for environmental injustice
- Social science methods & ethics
- Energy case study, AGIL model - polity, community, economy
- Identities, symbols, & framing (culture)
- Resource curse
- Tragedy of the commons/drama of the commons
- Game theory: social dilemma matrices & social traps & fences
- The Three Fixes
- Sagebrush Rebellion
- Wolf case study - symbolic interactionism
- Social constructions of nature, symbols
- Social frames, values, and natural resources
- Tourism & amenity development
- Differential social power

Previous Value

- *Structural-Functional Models of human interactions with the natural world: Economy, Polity, Cultural, Community.*
- *Social Process Models of human interactions with the natural world: Tragedy of the Commons, Social Dilemmas.*
- *Social Constructions of Nature: Symbolic Interactionism, Sociology of Everyday Life, Group Claims Making.*
- *Application of models to human dimensions of environmental issues through three case studies*
- *Management of Old Growth forests and Spotted Owls in the Pacific Northwest U.S.*
- *Ocean fishing*
- *Reintroduction of the gray wolf to Yellowstone National Park and the Greater Yellowstone Ecosystem*

Sought Concurrence   No

Previous Value

Attachments

● ENR2300_Distance Approval Cover Sheet 12-9-21.docx: Distance cover sheet

(Other Supporting Documentation. Owner: Fries,Sara Nicholson)

● ENR 2300 Syllabus IN-PERSON.docx: ENR 2300 in person

(Syllabus. Owner: Fries,Sara Nicholson)

● ENR 2300 Syllabus ONLINE-Finalversion.docx: ENR 2300 online

(Syllabus. Owner: Fries,Sara Nicholson)

Comments

● Revise as per COAA via email message 7 February 2022

Revise as per email message 14 January 2022 *(by Osborne,Jeanne Marie on 02/07/2022 03:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fries,Sara Nicholson	12/22/2021 10:09 PM	Submitted for Approval
Revision Requested	Osborne,Jeanne Marie	01/14/2022 05:02 PM	Unit Approval
Submitted	Fries,Sara Nicholson	01/21/2022 11:33 AM	Submitted for Approval
Revision Requested	Osborne,Jeanne Marie	02/07/2022 03:36 PM	Unit Approval
Submitted	Fries,Sara Nicholson	02/08/2022 12:50 PM	Submitted for Approval
Approved	Osborne,Jeanne Marie	02/09/2022 11:27 AM	Unit Approval
Approved	Osborne,Jeanne Marie	02/09/2022 11:28 AM	SubCollege Approval
Approved	Osborne,Jeanne Marie	02/09/2022 11:29 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/09/2022 11:29 AM	ASCCAO Approval

SYLLABUS[1]
ENR 2300

Society and Natural Resources
GE Foundations: Social and Behavioral Science, 3 credit hours
Autumn 2022: Online

COURSE OVERVIEW

Lecture

Tuesday & Thursday 3:55 – 5:15 p.m. <u>Lectures</u> can be accessed synchronously at the scheduled times on Zoom for students who learn best with interactive classes. For those who cannot make it at the scheduled times, the lectures will be recorded and posted to Carmen after the live lectures. So all students can attend class either synchronously or asynchronously. See Carmen for more information.

Instructor

Instructor: Vicki Garrett, M.S., School of Environment and Natural Resources
Email address: <u>garrett.95@osu.edu</u> (preferred contact method)
Phone: 614-688-3285
Office location: 263 Kottman Hall
Office Hours: conducted via Zoom, Tuesday 5:15 – 6:15 p.m., Thursday 9 – 10:00 a.m., and by appointment. <u>Office hours</u> can be accessed at the scheduled times on Zoom. These will be in a private Zoom room to allow one person at a time in for privacy.

Prerequisite: None.

Course description

Introduction to interactions between humans, natural resources, and ecosystems from a social science perspective.

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[1] Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit <u>https://slds.osu.edu/</u>

This class gives students an introduction to the complexities of solving environmental problems through an understanding of the social sciences. The interactions between humans, natural resources, and ecosystems are examined through three main case studies and the concept of environmental justice. The case studies include 1) describing energy extraction and use through the theory of functionalism; 2) using conflict theory and social dilemmas to examine commons issues with ocean fishing and other commons scenarios; and 3) pulling from the theory of symbolic interactionism and social constructions to explain the opposing sides in the reintroduction of wolves to Yellowstone National Park.

General Education (GE) Fulfillment

This course fulfils the General Education (GE) requirement for the Foundations, Social and Behavioral Sciences category adopted by the University beginning Autumn 2022.

GE GOALS AND ELOs (Expected Learning Outcomes)

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

- Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories, and methods of social and behavioral science.

- Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

- Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

- Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.

- Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

Assignments give students opportunities to utilize and demonstrate their knowledge. Carmen discussions provide experience in analyzing and applying the facts, principles, and theories they learn in readings and lectures; each Carmen discussion focuses on different aspects of the social and behavioral sciences (Outcomes 1.1, 1.2, 2.1, 2.2, and 2.3). The scaffolded project compels students to evaluate how the solution to an environmental problem of their

choosing is impacted by the concepts they are learning (Outcomes 1.2, 2.1, 2.2, and 2.3). Quizzes will assess all goals and ELOs (Outcomes 1.1, 1.2, 2.1, 2.2, and 2.3).

Course learning outcomes

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

- Consider different value systems, competing interpretations of the relationships between humans and nature, and the varying ways that social power is organized to influence and/or determine the status of nature resources.

- Define, describe, and apply the three main theories used in social science in relation to natural systems:

    1. Describe structural functional models of human society and how culture, institutions, community-social order, and the polity affect ecosystem and natural resource values.

    2. Describe process models of human society and how social dilemmas, economic processes, and political processes affect ecosystems and natural resources.

    3. Describe the social construction model of human society and how symbolic meanings and differential power affect ecosystems and natural resources.

- Analyze and apply the theory and methods to environmental problems.

- Evaluate social and ethical implications of methods used in social and behavioral research.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and will be delivered synchronously at the scheduled times. Everyone gets more out of the class by interacting with each other and applying the material to your own examples, but it is understood that there are times when people must work, internet service is bad, children are fussy, etc. So, each week's lecture will also be recorded and made available on Carmen. Students will **not** be penalized for attending asynchronously.

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.

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 8-9 hours per week of time spent on class work, including direct instruction (instructor content and Carmen activities, for example) and homework to receive a grade of (C) average.

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**: **LECTURES AT THE SCHEDULED TIMES**
  These are provided to allow students to interact with each other and the instructor synchronously but **not** required. When problems prevent you from connecting, the recorded lectures and asynchronous discussion board will be available. 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**
  My office hours, are optional, but please join if you are having ANY problems or questions.
- **Participating in discussion forums**: **2+ TIMES PER DISCUSSION**
  As part of your final grade, you will participate in 6 asynchronous discussions via Carmen. You can expect to post at least twice to each discussion. See the course schedule for more details about when these discussions will take place.

Instructor feedback and response time

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

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**. Project grading may take longer, but grades and comments will be posted before the next part is due so that you can learn from your mistakes and improve the next iteration.

- **E-mail:** I will reply to e-mails within **24 hours on school days**. I may answer sooner and at other times if I happen to be online. If you have emailed and I have not responded within 24 hours on a school day, please let me know. That will indicate a problem that I need to check immediately!

- **Discussion board:** I will check and reply to messages in the class discussion board every **24 hours on school days**.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no textbook required for this course. All readings, videos, and any other course materials will be available on Carmen (https://carmen.osu.edu).

Course technology

This class will be administrated using Carmen and Zoom; on the class website you will find the course syllabus, weekly readings, links to weekly homework assignments, announcements, and grades. **PLEASE BE SURE YOUR ANNOUNCEMENT NOTIFICATIONS ARE TURNED ON or you will miss important messages.** Weekly assignments will be submitted via Carmen.

TECHNOLOGY SUPPORT

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at go.osu.edu/IT, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice

- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@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)

- Recording a slide presentation with audio narration OR Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

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 (about 12 months) that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all 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 and major course assignments

ASSIGNMENT CATEGORY		POINTS
Discussions – application of course lessons	6 at 20 points each	120
Quizzes – each quiz covers one case study	5 at 20 points each	100
Scaffolded Final Project	3 at 40 points each 1 at 60 points	180
Total		**400**

Assignment Category Description

DISCUSSIONS

Students will complete 6 asynchronous discussions via Carmen Discussions with each discussion worth 20 points. Discussions are conducted in small groups (10-15 students) and based on instructor prompts. The prompts ask students to answer questions about current topics and apply them to their own lives and environmental concerns. The discussions aim to provide learners an opportunity to apply concepts learned in lecture and assigned readings.

Academic integrity and collaboration: All discussions are open-book and note. Posts should be your own original work and written in your own words. Using work from previous courses or written by others is not permitted. Citations should be included in the post when applicable.

Grading: The following criteria will be used to assign grades for all discussion assignments:

- **Comprehension (5pts):** Demonstrates understanding of the week's lessons by applying lecture topics to answer the discussion prompt.

- **Application (5pts):** Connects the week's lessons to an environmental problem, personal life and experiences, history, current events, and issues, and/or previous lessons.

- **Critical Thinking (5 pts):** Shows the students' ability to challenge gut reactions, long-held beliefs, and popular opinions to analyze and improve their own views. This does not mean changing views to align with the textbooks' or professor's views; it means critically listening to understand other viewpoints, express personal viewpoint, and possibly modify standpoint based on evidence, not preference. This includes backing up arguments with evidence.

- **Quality (5 pts):** The post answers the question fully. It shows time, effort, and thoughtfulness were invested. Most important, the post shows consideration and respect for group members. It may disagree, but does so respectfully. It is easy for the audience to understand and move through quickly without having to untangle typographical errors, misspellings, poor sentence structure, or wordiness.

QUIZZES

Students will complete 5 quizzes via Carmen Quizzes during the semester. Each quiz covers a course case study and contains 20 multiple-choice type questions. Quizzes are open for ~1 week. Students can attempt the quiz anytime during the availability window. Students will have 20 minutes to complete the quiz once started. Each quiz has two attempts where the highest score will be kept.

Academic integrity and collaboration: Quizzes are open-book and note but should be taken independently without assistance from others. Collaborating or completing quizzes with others is not permitted.

Grading: Quizzes consist of 20 multiple-choice questions. Each question worth 1-point. Quizzes are automatically graded by Carmen. All efforts are made to ensure that quiz questions are accurate and fair. If a mistake is found, grades will be adjusted in the student's favor after the due date.

FINAL PROJECT

This project is intended to give you an opportunity to explore an issue of interest to you within the context of our discussions in class. You will have the opportunity to share your exploration with other students, respond to their questions and provide your perspective on approaches that are or are not effective in terms of how to address the environmental issue you choose.

This project is composed of four parts. For each part, you will apply a key theory from class to solve an environmental problem of your choosing. The parts will build on each other so that Part 4 is a submission of your final project showing how all the theories can be applied to solving your environmental issue. All solutions must be supported by the peer reviewed academic literature with a bibliography and in-text citations. We will discuss possible environmental problems in class and I will give you feedback on your proposed problem during the first week's discussion. Students can choose (in all four parts) whether they want to submit a paper, create a graphic, or record their Final Presentation as a PowerPoint presentation. Part 1 is 650-words for a paper or graphic or 10-slides/6

minutes for a PowerPoint; Parts 2, 3, and 4 are 6000-words for papers and graphics or 8-slides/4 minutes for a PowerPoint.

After completing this project, you should be able to

- Research solutions for an environmental problem.

- Demonstrate understanding of major course theories by applying them to solve an environmental problem.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. However, collaborating, or completing the assignment with your peers, is not permitted. You are encouraged to get advice on your draft, but the final product must be your own work. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required.

Grading: This project is composed of four parts. The first three parts are worth 40 points and the fourth and final part is worth 60 points. Grading rubrics are used to grade all parts. Rubrics are posted on Carmen and associated with each project assignment.

Late Assignments & Make-up Work

If you are expecting a situation in which you might miss a due date, let your instructor know in advance. While you may join lectures at the appointed times, you may also choose to watch the recordings at your convenience as long as you learn the material before assignments are due. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). However, documentation for illness and university-sanctioned events allows a little flexibility in due dates. Documentation includes communications and emails from medical practitioners or explanations of scheduled university-sanctioned events on university letterhead, signed by the professor, coach, or supervisor in charge. Please refer to the course schedule below and Carmen for due dates.

Grading scale

Letter Grade	%	Proficiency
A	93.00–100.0	Demonstrates complete proficiency in all learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
A-	90.00–92.99	
B+	87.00–89.99	Demonstrates proficiency in at least two learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
B	83.00–86.99	
B-	80.00–82.99	
C+	77.00–79.99	Demonstrates proficiency in at least one learning outcome as demonstrated on assessments; participates in some aspects of the course in a positive and timely manner. A minimum grade of "C- "will be earned by a student making a good faith effort on all aspects of the course and demonstrated engagement.
C	73.00–76.99	
C-	70.00–72.99	
D+	67.00–69.99	Fails to meet proficiency in any learning outcome such that student will not be successful in higher-level courses; did not complete assessments; demonstrated lack of engagement, did not participate in course, did not complete assessment in a timely fashion.
D	60.00–66.99	
E	00.00–59.99	

OTHER COURSE POLICIES

Discussion and communication guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.

- If you attend synchronously, be present during the entire class session unless there is a good reason not to. If you watch recorded lectures, be sure to watch all of them or you will miss important information.

- I ask that you update your Zoom profile with your preferred name and pronouns and add a picture with your face.

- For some activities, I may ask you to share your faces on camera so that we can see each other and connect.

- Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons.

- Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes**: Quizzes are open-book and open-note, but you must complete quizzes yourself, without any external help or communication.

- **Written assignments**: Your discussion posts and project parts should be your own work. You are encouraged to work with peers and ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.

- **We use Turn-it-in** to help you see when you are using too many words from other sources. Use this as a tool to help you learn not to plagiarize and check it before you turn in your assignment.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), 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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)

- *Ten Suggestions for Preserving Academic Integrity (*go.osu.edu/ten-suggestions*)*

- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of Ohio State's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the Ohio State database.

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.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic

programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- https://odi.osu.edu/
- https://odi.osu.edu/racial-justice-resources
- https://odi.osu.edu/focus-on-racial-justice
- http://mcc.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. 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.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

ACCESSIBILITY STATEMENTS

- [CarmenCanvas accessibility](#)

- [Microsoft Office accessibility](#)

- [CarmenZoom accessibility](#)

PRIVACY STATEMENTS

- [Privacy at Ohio State](#)

- [CarmenCanvas privacy](#)

- [Microsoft Office 365 privacy](#)

- [CarmenZoom privacy](#)

CLOSING REMARKS

I would like you to feel that you are getting something personally valuable from this course, in addition to meeting university requirements. Please always feel welcome to share any readings, resources, examples, or ideas that you feel would be helpful. Also, let me know when things are not working so well!

COURSE SCHEDULE

Wk.	Dates	Weekly Topics & Readings	Assignments
1	T-8/24 Th-8/26	T - Why society & natural resources? Th - Begin theory – functionalism Allen & Gould, 1986; Lewis 1994	**Discussion 1** 1st post due Friday 2nd post due Monday
2	T-8/31 Th-9/2	T – Continue theory – conflict theory Th – Finish theory – symbolic interactionism Kitchell, 2015 [Documentary]; Charon, 1992	**Quiz 1** (due Sunday) Wicked problems, systems thinking, grand theories
3	T-9/7 Th-9/9	T – Social science methods & ethics Th – Begin Environmental Justice – Native Americans Dept. of H, E, W, 1974; Farukh, 2021 [Video]	**Discussion 2** 1st post due Friday 2nd post due Monday
4	T-9/14 Th-9/16	T – Continue environmental justice – who suffers? Th – History of environmental justice Haber, 2018 [Video]; Taylor, 2011	**Project work (Part 1)** (due Sunday)
5	T-9/21 Th-9/23	T – International environmental justice Th – Remedies for Environmental Injustice Global Environmental Justice Group, 2017 [Video]; Bullard et al., 2007	**Quiz 2** (due Sunday) Methods, ethics, & environmental justice
6	T-9/28 Th-9/30	T – Begin energy case study, AGIL model (Polity) Th – Identities, symbols, & framing (Culture) Rabe, 2014; Bell & York, 2010; Vaske & Donnelly, 1999	**Discussion 3** 1st post due Friday 2nd post due Monday
7	T-10/5 Th-10/7	T – AGIL model - Values, attitudes, behaviors; Norms (Community) Th – (Economy) Costanza, 1996; Bonfiglio, 2017 [Documentary]	**Discussion 4** 1st post due Friday 2nd post due Monday
8	T-10/12 ~~Th-10/14~~	T – Bidder 70 Wang, 2013 [Video] **Th – AUTUMN BREAK**	**Project work (Part 2)** (due Sunday)
9	T-10/19 Th-10/21	T – Wrap-up energy case study, shale, resource curse Th – Begin commons/social processes-tragedy of commons Jacquet, 2014; Hardin, 1968	**Quiz 3** (due Sunday) Energy, functionalism, resource curse
10	T-10/26 Th-10/28	T – Drama of commons Th – Social Dilemmas Ostrum, 2002; Kormorita & Parks, 1994; Platt,1973	**Discussion 5** 1st post due Friday 2nd post due Monday
11	T-11/2 Th-11/4	T – Social dilemma matrices, social traps & fences Th – Sagebrush Rebellion Cowan, 2003 [Film]; Nelson, 1984; O'Toole, 2016	**Project work (Part 3)** (due Sunday)
12	T-11/9 ~~Th-11/11~~	T – Wrap up commons/social processes- The Three Fixes Heberlein, 1974 **TH – VETERAN'S DAY**	**Quiz 4** (due Sunday) Fisheries, Sagebrush Rebellion, conflict theory, common pool resources, fixes
13	T-11/16 Th-11/18	T – Begin wolf case study, symbolic interactionism Th – Social constructions of nature, symbols Cronon, 1995; Wilson, 2008	**Discussion 6** 1st post due Friday 2nd post due Monday

Wk.	Dates	Weekly Topics & Readings	Assignments
14	**T-11/23** ~~**Th-11/25**~~	T – Social frames, values, and natural resources Stern & Dietz, 1994 **TH – THANKSGIVING**	**No assignment due Thanksgiving weekend, but it is a good idea to work on your project so you can get feedback next week, well before the final project is due.**
15	**T-11/30** **Th-12/2**	T – Differential social power Th – Tourism & amenity development, wrap up wolf case study Campbell, 2007 [Film]; Krannich & Petrzelka, 2003	**Quiz 5** (due Sunday) Wolf reintroduction, symbolic interactionism, social constructions, differential power *Put a draft of your project in the optional discussion board for peer review*
16	**T-12/7**	Review & wrap up	**Final Project (Part 4)** Due Sunday, 12/12

SYLLABUS[1]
ENR 2300

Society and Natural Resources
GE Foundations: Social and Behavioral Science, 3 credit hours
Autumn 2022: In-Person

COURSE OVERVIEW

Lecture

Tuesday & Thursday 3:55 PM – 5:15 PM

100 Ramseyer Hall

Instructor

Instructor: Vicki Garrett, M.S., School of Environment and Natural Resources

Email address: garrett.95@osu.edu (preferred contact method)

Phone: 614-688-3285

Office location: 263 Kottman Hall

Office Hours: conducted via Zoom, Tuesday 6:00 – 7:00 p.m., Thursday 9 – 10:00 a.m., and by appointment. Office hours can be accessed at the scheduled times on Zoom. These will be in a private Zoom room to allow one person at a time in for privacy.

Prerequisite: None.

Course description

Introduction to interactions between humans, natural resources, and ecosystems from a social science perspective.

This class gives students an introduction to the complexities of solving environmental problems through an understanding of the social sciences. The interactions between humans, natural

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[1] Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit https://slds.osu.edu/

resources, and ecosystems are examined through three main case studies and the concept of environmental justice. The case studies include 1) describing energy extraction and use through the theory of functionalism; 2) using conflict theory and social dilemmas to examine commons issues with ocean fishing and other commons scenarios; and 3) pulling from the theory of symbolic interactionism and social constructions to explain the opposing sides in the reintroduction of wolves to Yellowstone National Park.

General Education (GE) Fulfillment

This course fulfils the General Education (GE) requirement for the Foundations, Social and Behavioral Sciences category adopted by the University beginning Autumn 2022.

GE GOALS AND ELOs (Expected Learning Outcomes)

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

- Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories, and methods of social and behavioral science.

- Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

- Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

- Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.

- Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

Assignments give students opportunities to utilize and demonstrate their knowledge. Carmen discussions provide experience in analyzing and applying the facts, principles, and theories they learn in readings and lectures; each Carmen discussion focuses on different aspects of the social and behavioral sciences (Outcomes 1.1, 1.2, 2.1, 2.2, and 2.3). The scaffolded project compels students to evaluate how the solution to an environmental problem of their choosing is impacted by the concepts they are learning (Outcomes 1.2, 2.1, 2.2, and 2.3). Quizzes will assess all goals and ELOs (Outcomes 1.1, 1.2, 2.1, 2.2, and 2.3).

Course learning outcomes

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

- Consider different value systems, competing interpretations of the relationships between humans and nature, and the varying ways that social power is organized to influence and/or determine the status of nature resources.

- Define, describe, and apply the three main theories used in social science in relation to natural systems:

    1. Describe structural functional models of human society and how culture, institutions, community-social order, and the polity affect ecosystem and natural resource values.

    2. Describe process models of human society and how social dilemmas, economic processes, and political processes affect ecosystems and natural resources.

    3. Describe the social construction model of human society and how symbolic meanings and differential power affect ecosystems and natural resources.

- Analyze and apply the theory and methods to environmental problems.

- Evaluate social and ethical implications of methods used in social and behavioral research.

HOW THIS COURSE WORKS

Mode of delivery: This is an in-person course with regular synchronous meetings. We will meet for lecture on Tuesdays and Thursdays from 3:55 PM – 5:15 PM. If you miss a class session, please ask a classmate for notes. You will complete course assignments online via CarmenCanvas.

Pace of activities: This course is divided into **weekly modules** that are released one week ahead of time so that you can prepare for the next week's lecture. Students are expected to keep pace with weekly deadlines.

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 8-9 hours per week of time spent on class work, including direct instruction (instructor content and Carmen activities, for example) and homework to receive a grade of (C) average.

Attendance and participation requirements: Though I will not take a formal attendance, you are expected to attend weekly lecture and participate in any discussion or activity held during our synchronous in-person class time. Doing so will benefit your own learning as well as those of your peers. The following is a summary of students' expected participation:

- **Participating in activities**: **LECTURES AT THE SCHEDULED TIMES**
  When problems prevent you from attending lecture, please seek notes from a fellow classmate. 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**: OPTIONAL
  My office hours are optional, but please join if you are having ANY problems or questions.
- **Participating in discussion forums**: 2+ TIMES PER DISCUSSION
  As part of your final grade, you will participate in 6 asynchronous discussions via Carmen. You can expect to post at least twice to each discussion. See the course schedule for more details about when these discussions will take place.

Instructor feedback and response time

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

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**. Project grading may take longer, but grades and comments will be posted before the next part is due so that you can learn from your mistakes and improve the next iteration.

- **E-mail:** I will reply to e-mails within **24 hours on school days**. I may answer sooner and at other times if I happen to be online. If you have emailed and I have not responded within 24 hours on a school day, please let me know. That will indicate a problem that I need to check immediately!

- **Discussion board:** I will check and reply to messages in the class discussion board every **24 hours on school days**.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no textbook required for this course. All readings, videos, and any other course materials will be available on Carmen (https://carmen.osu.edu).

Course technology

Class materials and assignments will be administrated using Carmen. Office hours will be conducted using Zoom; on the class website you will find the course syllabus, weekly readings, links to weekly assignments, announcements, and grades. **PLEASE BE SURE YOUR ANNOUNCEMENT NOTIFICATIONS ARE TURNED ON or you will miss important messages.** Weekly assignments will be submitted via Carmen.

TECHNOLOGY SUPPORT

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at go.osu.edu/IT, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice

- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@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)

- Recording a slide presentation with audio narration OR Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

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 (about 12 months) that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all 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 and major course assignments

ASSIGNMENT CATEGORY		POINTS
Discussions – application of course lessons	6 at 20 points each	120
Quizzes – each quiz covers one case study	5 at 20 points each	100
Scaffolded Final Project	3 at 40 points each 1 at 60 points	180
Total		**400**

Assignment Category Description

DISCUSSIONS

Students will complete 6 asynchronous discussions via Carmen Discussions with each discussion worth 20 points. Discussions are conducted in small groups (10-15 students) and based on instructor prompts. The prompts ask students to answer questions about current topics and apply them to their own lives and environmental concerns. The discussions aim to provide learners an opportunity to apply concepts learned in lecture and assigned readings.

Academic integrity and collaboration: All discussions are open-book and note. Posts should be your own original work and written in your own words. Using work from previous courses or written by others is not permitted. Citations should be included in the post when applicable.

Grading: The following criteria will be used to assign grades for all discussion assignments:

- **Comprehension (5pts):** Demonstrates understanding of the week's lessons by applying lecture topics to answer the discussion prompt.

- **Application (5pts):** Connects the week's lessons to an environmental problem, personal life and experiences, history, current events, and issues, and/or previous lessons.

- **Critical Thinking (5 pts):** Shows the students' ability to challenge gut reactions, long-held beliefs, and popular opinions to analyze and improve their own views. This does not mean

changing views to align with the textbooks' or professor's views; it means critically listening to understand other viewpoints, express personal viewpoint, and possibly modify standpoint based on evidence, not preference. This includes backing up arguments with evidence.

- **Quality (5 pts):** The post answers the question fully. It shows time, effort, and thoughtfulness were invested. Most important, the post shows consideration and respect for group members. It may disagree, but does so respectfully. It is easy for the audience to understand and move through quickly without having to untangle typographical errors, misspellings, poor sentence structure, or wordiness.

QUIZZES

Students will complete 5 quizzes via Carmen Quizzes during the semester. Each quiz covers a course case study and contains 20 multiple-choice type questions. Quizzes are open for ~1 week. Students can attempt the quiz anytime during the availability window. Students will have 20 minutes to complete the quiz once started. Each quiz has two attempts where the highest score will be kept.

Academic integrity and collaboration: Quizzes are open-book and note but should be taken independently without assistance from others. Collaborating or completing quizzes with others is not permitted.

Grading: Quizzes consist of 20 multiple-choice questions. Each question worth 1-point. Quizzes are automatically graded by Carmen. All efforts are made to ensure that quiz questions are accurate and fair. If a mistake is found, grades will be adjusted in the student's favor after the due date.

FINAL PROJECT

This project is intended to give you an opportunity to explore an issue of interest to you within the context of our discussions in class. You will have the opportunity to share your exploration with other students, respond to their questions and provide your perspective on approaches that are or are not effective in terms of how to address the environmental issue you choose.

This project is composed of four parts. For each part, you will apply a key theory from class to solve an environmental problem of your choosing. The parts will build on each other so that Part 4 is a submission of your final project showing how all the theories can be applied to solving your environmental issue. All solutions must be supported by the peer reviewed academic literature with a bibliography and in-text citations. We will discuss possible environmental problems in class and I will give you feedback on your proposed problem during the first week's discussion. Students can choose (in all four parts) whether they want to submit a paper, create a graphic, or record their Final Presentation as a PowerPoint presentation. Part 1 is 650-words for a paper or graphic or 10-slides/6 minutes for a PowerPoint; Parts 2, 3, and 4 are 6000-words for papers and graphics or 8-slides/4 minutes for a PowerPoint.

After completing this project, you should be able to

- Research solutions for an environmental problem.

- Demonstrate understanding of major course theories by applying them to solve an environmental problem.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. However, collaborating, or completing the assignment with your peers, is not permitted. You are encouraged to get advice on your draft, but the final product must be your own work. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions. Open-book research for the assignment is required.

Grading: This project is composed of four parts. The first three parts are worth 40 points and the fourth and final part is worth 60 points. Grading rubrics are used to grade all parts. Rubrics are posted on Carmen and associated with each project assignment.

Late Assignments & Make-up Work

If you are expecting a situation in which you might miss a due date, let your instructor know in advance. While you may join lectures at the appointed times, you may also choose to watch the recordings at your convenience as long as you learn the material before assignments are due. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). However, documentation for illness and university-sanctioned events allows a little flexibility in due dates. Documentation includes communications and emails from medical practitioners or explanations of scheduled university-sanctioned events on university letterhead, signed by the professor, coach, or supervisor in charge. Please refer to the course schedule below and Carmen for due dates.

Grading scale

Letter Grade	%	Proficiency
A	93.00–100.0	Demonstrates complete proficiency in all learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
A-	90.00–92.99	
B+	87.00–89.99	Demonstrates proficiency in at least two learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
B	83.00–86.99	
B-	80.00–82.99	
C+	77.00–79.99	Demonstrates proficiency in at least one learning outcome as demonstrated on assessments; participates in some aspects of the course in a positive and timely manner. A minimum grade of "C- "will be earned by a student making a good faith effort on all aspects of the course and demonstrated engagement.
C	73.00–76.99	
C-	70.00–72.99	
D+	67.00–69.99	Fails to meet proficiency in any learning outcome such that student will not be successful in higher-level courses; did not complete assessments; demonstrated lack of engagement, did not participate in course, did not complete assessment in a timely fashion.
D	60.00–66.99	
E	00.00–59.99	

OTHER COURSE POLICIES

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes**: Quizzes are open-book and open-note, but you must complete quizzes yourself, without any external help or communication.

- **Written assignments**: Your discussion posts and project parts should be your own work. You are encouraged to work with peers and ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.

- **We use Turn-it-in** to help you see when you are using too many words from other sources. Use this as a tool to help you learn not to plagiarize and check it before you turn in your assignment.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), 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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)

- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of Ohio State's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the Ohio State database.

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.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

> To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- https://odi.osu.edu/
- https://odi.osu.edu/racial-justice-resources
- https://odi.osu.edu/focus-on-racial-justice
- http://mcc.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. 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.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of 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.

ACCESSIBILITY STATEMENTS

- CarmenCanvas accessibility
- Microsoft Office accessibility
- CarmenZoom accessibility

PRIVACY STATEMENTS

- Privacy at Ohio State
- CarmenCanvas privacy
- Microsoft Office 365 privacy
- CarmenZoom privacy

CLOSING REMARKS

I would like you to feel that you are getting something personally valuable from this course, in addition to meeting university requirements. Please always feel welcome to share any readings, resources, examples, or ideas that you feel would be helpful. Also, let me know when things are not working so well!

COURSE SCHEDULE

Wk.	Dates	Weekly Topics & Readings	Assignments
1	T-8/23 Th-8/25	T - Why society & natural resources? Th - Begin theory – functionalism Allen & Gould, 1986; Lewis 1994	**Discussion 1** 1st post due Friday 2nd post due Monday
2	T-8/30 Th-9/1	T – Continue theory – conflict theory Th – Finish theory – symbolic interactionism Kitchell, 2015 [Documentary]; Charon, 1992	**Quiz 1** (due Sunday) Wicked problems, systems thinking, grand theories
3	T-9/6 Th-9/8	T – Begin Environmental Justice – Native Americans Th – Continue environmental justice – who suffers? Farukh, 2021 [Video]; Haber, 2018 [Video]	**Discussion 2** 1st post due Friday 2nd post due Monday
4	T-9/13 Th-9/15	T – International environmental justice Th – Remedies for Environmental Injustice Bullard et al., 2007; Global Environmental Justice Group, 2017 [Video]	**Project work (Part 1)** (due Sunday)
5	T-9/20 Th-9/22	T – History of environmental justice Th – Social science methods & ethics Taylor, 2011; Dept. of H, E, W, 1974	**Quiz 2** (due Sunday) Methods, ethics, & environmental justice
6	T-9/27 Th-9/29	T – Begin energy case study, AGIL model (Polity) Th – Identities, symbols, & framing (Culture) Rabe, 2014; Bell & York, 2010; Vaske & Donnelly, 1999	**Discussion 3** 1st post due Friday 2nd post due Monday
7	T-10/4 Th-10/6	T – AGIL model - Values, attitudes, behaviors; Norms (Community) Th – (Economy) Costanza, 1996; Bonfiglio, 2017 [Documentary]	**Discussion 4** 1st post due Friday 2nd post due Monday
8	T-10/11 ~~Th-10/13~~	T – Bidder 70 Wang, 2013 [Video] **Th – AUTUMN BREAK**	**Project work (Part 2)** (due Sunday)
9	T-10/18 Th-10/20	T – Wrap-up energy case study, shale, resource curse Th – Begin commons/social processes-tragedy of commons Jacquet, 2014; Hardin, 1968	**Quiz 3** (due Sunday) Energy, functionalism, resource curse
10	T-10/25 Th-10/27	T – Drama of commons Th – Game theory: Social dilemma matrices and social traps & fences Ostrum, 2002; Kormorita & Parks, 1994; Platt,1973	**Discussion 5** 1st post due Friday 2nd post due Monday
11	T-11/1 Th-11/3	T – The Three Fixes Th – Wrap up fisheries Heberlein, 1974; Cowan, 2003 [Film]	**Project work (Part 3)** (due Sunday)
12	T-11/8 Th-11/10	T – Sagebrush Rebellion Th – Begin wolf case study, symbolic interactionism Nelson, 1984; O'Toole, 2016; Cronon, 1995	**Quiz 4** (due Sunday) Fisheries, Sagebrush Rebellion, conflict theory, common pool resources, fixes
13	T-11/15 Th-11/17	T – Social constructions of nature, symbols Th – Social frames, values, and natural resources	**Discussion 6** 1st post due Friday

Wk.	Dates	Weekly Topics & Readings	Assignments
		; Wilson, 2008; Stern & Dietz, 1994	2nd post due Monday
14	T-11/22 ~~Th-11/24~~	T – Tourism & amenity development Krannich & Petrzelka, 2003 **TH – THANKSGIVING**	**No assignment due Thanksgiving weekend, but it is a good idea to work on your project so you can get feedback next week, well before the final project is due.**
15	T-11/29 Th-12/1	T – Differential social power Th – Review & wrap up wolf case study Campbell, 2007 [Film]	**Final Project (Part 4)** Due Sunday, 12/4
16	T-12/6	Review & wrap up	**Quiz 5** (due Sunday) Wolf reintroduction, symbolic interactionism, social constructions, differential power

Distance Approval Cover Sheet
For Permanent DL/DH Approval

Course Number and Title: ENR 2300 Society and Natural Resources

Faculty Preparer Name and Email: Vicki Garrett, garrett.95@osu.edu

Carmen Use

For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

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

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), 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. YES

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

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

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

Additional comments (optional):

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/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

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

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☒ 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):
This course is delivered both synchrounously and asynchronously online with students meeting twice a week for lecture and discussion via Zoom. For students who may not be able or prefer not to attend synchronous lectures, the recorded sessions will be posted on the day they are delivered. In addition to interactions and updates presented in the weekly Zoom sessions, regular course announcements and updates are communicated using the Carmen Announcements tool. Instructor content is organized in weekly modules with a recording of each Zoom session linked for students to review as needed. In addition to live discussions occurring within the Zoom lecture, graded asynchronous discussions are conducted via the Carmen Discussions tool. Weekly assignments (e.g., quizzes, discussions, and project) provide regular opportunity for students to receive feedback on their understanding of the course content and performance.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

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

Course tools promote learner engagement and active learning. YES

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

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

Additional technology comments:
Links to accessibility and privacy statements are included in the syllabus and on Carmen. All tools used by the course are supported by Ohio State. Contact for IT is provided which should cover support for these tools.

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.)
This course meets synchronously via Zoom twice each week for lecture and synchronous discussion. The course meeting schedule and Zoom meeting information is clearly presented in the syllabus and on Carmen. All Zoom sessions are also recorded and recordings are made available to students who do not attend the synchronous sessions and for review as needed.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
Based on student feedback from previous online courses, many students prefer live lectures in which they can interact with the instructor and each other. So live lectures are offered for those who learn best in this type of setting, while the lecture recordings are also posted for review and for those who need the flexibility of asynchronous courses.

All course assessments are delivered asynchronously via Carmen using the Discussions, Quizzes, and Assignments tools. These assignments have been scaffolded and designed using online learning best practices in order to best facilitate asynchronous delivery.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

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

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

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
In a typical week, students will prepare for lecture with assigned readings and/or documentaries (~3 hours), Participate in lecture (~3 hours), Submit weekly assignment (~1 hour preparation + ~1 hour to complete assignment), and Review course topics (~1 hour).

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

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. YES

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. YES

Description of any anticipated accommodation requests and how they have been/will be addressed. Information on SLDS is provided and students are encouraged to contact the instructor as soon as possible to discuss accomodations.

Additional comments:
All efforts are made to ensure accessibility of course documents, such as PDFs of readings and lecture presentations. Accessibility best practices are used when creating new documents and Adobe Accessibility Checker is used to identify and address any major accessibility issues for screenreaders.

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

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

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: YES

Additional comments:
Academic integrity expectations are outlined in the syllabus for each assignment type as well as on Carmen. Academic Integrity boilerplate language from Ohio State is also included. Best practices for unproctored assessments are used for quizzes. The course project is scaffolded and uses TurnItIn plagiarism software when appropriate. Asynchronous discussions use "authentic" instructional methods.

Frequent, Varied Assignments/Assessments

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For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

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

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Students are required to complete at least on assignment per week that maintains engagement with the material and with their peers and instructor. Assignments include discussions, quizzes, and a scaffolded project. Quizzes assess mastery of course content while discussions and the project allow for students to apply knowledge to authentic, real-world cases.

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/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):
Students interact with their peers during regular Zoom lecture sessions. Asynchronous discussions are assigned regularly as a reflection and application of the concepts covered each week. These asynchronous discussions are conducted via the Carmen Discussion tool with small groups. Groups are formed at the beginning of the semester and maintained throughout the course to help form classroom community.

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

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:

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☒ 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

☒ 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):
Weekly learning objectives are outlined in each week's module with objectives aligned down to assessments and up to course level and GE expected learning outcomes. These objectives are clearly outlined for students and written from the learner perspective. Purpose of each assessment is outlined and discussed with students during class. Library resources, including a presentation from the subject-matter librarian, are used to support students conduct of necessary research for the course project. Universal design for learning principles are used in the course project so that students can take ownership of their learning by choosing the topic and format of how to present the final project. Discussions are used for reflective purposes and include opportunities for metacognition. Regular opportunities are provided for students to provide feedback on the course. Weekly optional surveys allow students to provide anonymous feedback on learning and technology in order to quickly identify issues in the course. A larger, mid-term survey is offered with bonus point opportunity to more thoroughly assess student's experience with the course delivery and design. Lastly, participating in SEIs is encouraged at the conclusion of the course.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
For clarification, the course has been designed to allow synchronous interaction among students and between students and instructor. However, attendance in live Zoom sessions is not required, and students who do not attend live lectures have the same access to lectures, to discussion boards, to assignments, and to the instructor via office hours and email.

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