

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Spring 2013](#)

Course Change Information

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

Request to be included in new GE - Lived Environments Thematic Pathway. Addition of all campuses as potential locations of offering; update to course learning outcomes & topics to provide more detail

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

To align with new GE

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

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

n/a

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area 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 3500
Course Title Community, Environment and Development
Transcript Abbreviation Comnty Env & Devt
Course Description Social change related to natural resource and environmental issues. Includes a focus on community-level initiatives, environmental social movements, and issues of environmental justice.
[Previous Value](#) [Social change related to natural resource and environmental issues. Includes a focus on community-level initiatives, environmental social movements, and issues of environmental justice. Sp Sem.](#)
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
[Previous Value](#) [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 2300, RurlSoc 1500, or Social 1101.

Previous Value

Prereq: 2300 (203), RurlSoc 1500 (105), or Social 1101 (101).

Exclusions

Electronically Enforced

Yes

Previous Value

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

03.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Lived Environments

Previous Value

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Define place-based community;
- Apply and critique theories explaining place-based communities to case studies and explain why theory is important to community development as well as to social activism
- Connect the three main theoretical perspectives in sociology to place-based community
- Explain the creation and reproduction of inequality in communities based on class, race, ethnicity, gender, and migration
- Recognize the diversity of communities and the need for differentiated knowledge production
- Discuss development as a balance between market, state, and civil society sectors
- Outline the key development actors for each of these three sectors
- Provide a definition of development that encompasses human well-being, environmental sustainability, and economic equity and growth
- Explain the role of collective agency in community development
- Explain the various roles of community residents in addressing environmental, health, social, and economic issues
- Understand the role of community practitioners, advisors, and technical professional experts in community planning and asset-building to enhance socioeconomic and ecological systems
- Explain social capital based upon its three types
- Differentiate four community development models and understand their theoretical and historical background and their scope of application
- Apply the Community Capitals Framework to describe, plan, and evaluate community development initiatives, and predict their future outcomes based upon cumulative causation
- Situate how social, political and economic processes influence communities and apply relevant theories
- Describe the loss of Gemeinschaft community and growth of mass society in the modernized world
- Analyze community governance from various sociological perspectives
- Explain how various communities respond to environmental changes and specific natural resource dilemma
- Define power and apply theories on community conflict to community case studies and a model community
- Develop a model community based on the knowledge of theories and available literature
- Apply the main principles of community development goals and action plans on a model community
- Recognize the importance of teamwork and leadership skills in community practice
- Summarize and analyze community development literature to illustrate relevant theories, processes, and implications for a model community
- *Understand the challenges facing rural communities and how citizens address those challenges*
- *Gain particular understanding of environmental and natural resource related issues and to citizen movements*

Previous Value

Content Topic List

- Community, the Community Capitals Framework, and Cumulative Causation
- Community Development Vision, Goals and Action Steps
 - Jefferson County, OH Case Study
- political and social capitals
- Development Actors: Market, State, Civil Society and Community
- Views on Development
- Four Models of Community Development
- Local case studies on policies and current events creating metropolitan land use change and inequality
- Theories on Community Development and Change
- Functionalism Guiding Community Development and Warren's "Three Contributions to the Study of Community"
- Power and Conflict in Communities
- Community Power and Community Organizing
- Community Governance
- The Water Summit
- Community Adaptations to Environmental Change

Previous Value

- *Rural landscape and importance of place*
- *Population growth and migration*
- *Economic development issues*
- *Amenities-based community development*
- *Environmental movements*
- *Natural disasters*
- *Adaptive responses to climate change*

Sought Concurrence

No

Attachments

- ENR 3500 GE submission-lived-environments v2.28.22.pdf: Lived Environments
(Other Supporting Documentation. Owner: Fries, Sara Nicholson)
- ENR 3500 Course Syllabus AU 22.docx: ENR 3500
(Syllabus. Owner: Fries, Sara Nicholson)
- ENR 3500 Course Reading List AU 22.docx: Reading List
(Other Supporting Documentation. Owner: Fries, Sara Nicholson)

Comments

- The course reading list has been added as a separate attachment. Students will be able to view it in Carmen as well.
The syllabus was updated to clarify mental health resources. *(by Fries, Sara Nicholson on 08/01/2022 04:31 PM)*
- Please see Panel feedback email sent 07/15/2022. *(by Hilty, Michael on 07/15/2022 01:18 PM)*
- Revise as per COAA via email message 24 March 2022

Revise as per email message 17 March 2022 *(by Osborne, Jeanne Marie on 03/24/2022 02:54 PM)*

COURSE CHANGE REQUEST
3500 - Status: PENDING

Last Updated: Osborne, Jeanne Marie
08/02/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fries, Sara Nicholson	03/16/2022 11:55 AM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	03/17/2022 09:37 AM	Unit Approval
Submitted	Fries, Sara Nicholson	03/18/2022 11:02 AM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	03/24/2022 02:54 PM	Unit Approval
Submitted	Fries, Sara Nicholson	03/28/2022 12:07 PM	Submitted for Approval
Approved	Osborne, Jeanne Marie	03/29/2022 03:31 PM	Unit Approval
Approved	Osborne, Jeanne Marie	03/29/2022 03:31 PM	SubCollege Approval
Approved	Osborne, Jeanne Marie	03/29/2022 03:32 PM	College Approval
Revision Requested	Hilty, Michael	07/15/2022 01:19 PM	ASCCAO Approval
Submitted	Fries, Sara Nicholson	08/01/2022 04:31 PM	Submitted for Approval
Approved	Osborne, Jeanne Marie	08/02/2022 10:23 AM	Unit Approval
Approved	Osborne, Jeanne Marie	08/02/2022 10:24 AM	SubCollege Approval
Approved	Osborne, Jeanne Marie	08/02/2022 10:24 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/02/2022 10:24 AM	ASCCAO Approval

ENR 3500 AUTUMN SEMESTER 2022

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no required textbook.

Required

- Required readings in the form of journal articles and book chapters/sections, as well as links to visual and audio materials are posted on the class's Carmen page (Weekly Modules) (<https://carmen.osu.edu>). Before each live session, students should **first explore new course content** by viewing any pre-recorded lecture videos, familiarizing yourself with assigned journal articles, book chapters/sectors and media content.

The required book chapters and articles are listed below in chronological order:

- Lyon, L., & Driskell, R. (2011). The community in urban society. Waveland Press, Chapter 1; Chapter 2, pp. 17-30; Chapter 4, pp. 53-62; Chapter 5, pp. 66-70, 74-75.
- Emery, M. & Flora, C. (2006). Spiraling-up: Mapping community transformation with community capitals framework. *Community development*, 37(1), 19-35.
- Green, G. & Haines, A. (2016). Recovering from disaster the case of Greensburg, KS in *Asset building and community development*, 4th edition.
- Flora, C. B., Flora, J. L., & Gasteyer, S.P. (2016). *Rural communities: Legacy+ change*. Routledge. Chapter 1, pp. 17-24. Chapter 12, pp. 427-454.
- Rajan, R. (2019). *The third pillar: How markets and the state leave the community behind*. Penguin Press. pp. xii-xviii.
- Dubner, S.J. (2019, February 6). This Economist Predicted the Last Crisis. What's the Next One? [Audio podcast transcript].
- Bandeli, N. & Sowers, E. (2016). Globalization and development. In G. Hooks (Ed.) *The sociology of development handbook*. Univ of California Press.

- Theories of Development. In P. Haslam, J. Schafer & P. Beaudet (Eds.). *Introduction to international development: Approaches, actors, issues, and practice*. Oxford.
- Hustedde, R. & Ganowicz, J. (2013) The basics: What's essential about theory for community development practice. In M. Brennan, J. Birdger & T. R. Alter (Eds.) *Theory, practice, and community development*. Routledge. pp. 163-166.
- Hustedde, R. & Ganowicz, J. (2013) "Concerns about Power and Conflict Theory" & "How Can Conflict Theory Serve as a Tool for Community Development Practice?" In M. Brennan, J. Birdger & T. R. Alter (Eds.) *Theory, practice, and community development*. Routledge. pp. 167-169.
- Deegan, M. J. (2013). Jane Addams, the Hull-House School of Sociology, and Social Justice, 1892 to 1935. *Humanity and Society*, 37(3), 248-258.
- The Ward: Race and Class in Du Bois' Seventh Ward (2014) *A Legacy of Courage: W.E.B. Du Bois and The Philadelphia Negro*.
- Brand, A. L. (2018). The duality of space: The built world of Du Bois' double-consciousness. *Environment and Planning D: Society and Space*, 36(1), 3-22.
- Collins et al. (2011) An integrated conceptual framework for long-term social-ecological research. *Frontiers in Ecology and the Environment* 9(6), pp. 351-357.



SYLLABUS

ENR3500

Community, Environment and Development

Autumn 2022 (full term)

3 credit hours

Classes will occur in the classroom Fontana Lab 1000 on Tuesdays and Thursdays from 5:30 pm - 6:50 pm.

COURSE OVERVIEW

Instructors

Instructor: Dr. Joe Campbell

Email address: campbell.844@osu.edu (preferred contact method)

Office: 265 Kottman Hall

Phone: 614-247-9611

Graduate Teaching Associate: Vicky Abou-Ghalioum

Email address: abou-ghalioum.1@osu.edu (preferred contact method)

Office: 247 Kottman Hall

Office hours: by appointment. Please contact the individual directly by email to arrange an in-person, Teams or Zoom meeting.

Prerequisites

Prereq: 2300, RurlSoc 1500, or Sociol 1101.

Course description

Social change related to natural resource and environmental issues. Includes a focus on community-level initiatives, environmental social movements, and issues of environmental justice.

Course learning outcomes

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

<ul style="list-style-type: none"> a. Define place-based community; b. Apply and critique theories explaining place-based communities to case studies and explain why theory is important to community development as well as to social activism; c. Connect the three main theoretical perspectives in sociology to place-based community; d. Explain the creation and reproduction of inequality in communities based on class, race, ethnicity, gender, and migration; e. Recognize the diversity of communities and the need for differentiated knowledge production; f. Discuss development as a balance between market, state, and civil society sectors; g. Outline the key development actors for each of these three sectors; h. Provide a definition of development that encompasses human well-being, environmental sustainability, and economic equity and growth; i. Explain the role of collective agency in community development; j. Explain the various roles of community residents in addressing environmental, health, social, and economic issues; k. Understand the role of community practitioners, advisors, and technical professional experts in community planning and asset-building to enhance socioeconomic and ecological systems; l. Explain social capital based upon its three types; 	<ul style="list-style-type: none"> m. Differentiate four community development models and understand their theoretical and historical background and their scope of application; n. Apply the Community Capitals Framework to describe, plan, and evaluate community development initiatives, and predict their future outcomes based upon cumulative causation; o. Situate how social, political and economic processes influence communities and apply relevant theories; p. Describe the loss of Gemeinschaft community and growth of mass society in the modernized world; q. Analyze community governance from various sociological perspectives; r. Explain how various communities respond to environmental changes and specific natural resource dilemma; s. Define power and apply theories on community conflict to community case studies and a model community; t. Develop a model community based on the knowledge of theories and available literature; u. Apply the main principles of community development goals and action plans on a model community; v. Recognize the importance of teamwork and leadership skills in community practice; w. Summarize and analyze community development literature to illustrate relevant theories, processes, and implications for a model community.
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General Education Expected Learning Outcomes

As part of the **Lived Environments** category of the General Education curriculum, this course is designed to address the following learning goals:

1. Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.

2. Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

As part of the **Lived Environments** category of the General Education curriculum, this course is designed to prepare students to be able to do the following learning outcomes (LO):

- 1.1 Engage in critical and logical thinking about the topic or idea of lived environments.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Engage with the complexity and uncertainty of human-environment interactions.
- 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 4.2 Describe how humans perceive and represent the environments with which they interact.
- 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments.

This course fulfills these learning outcomes by requiring students to describe the complexity and uncertainty of place-based community development and human-environment interactions at local and regional scales, to analyze and critique conventions, theories, and ideologies that influence discourses around environments at the community-level, and how humans perceive and represent the environments with which they interact. These outcomes will be evaluated through quizzes, exams, group activities, and in-class participation.

HOW THIS COURSE WORKS

Mode of delivery: This course meets in-person. You will find a sequence of materials and activities each week in Carmen, and we will meet during our scheduled class meeting time.

Live classroom time will include selected lectures, guided discussion, active learning exercises, presentation of supplemental audio-visual material, and small group project work. Lectures will focus on reviewing and enhancing understanding of the day's topic, including the introduction of supplemental content provided through lectures or guest presentations. Assignments to be completed outside of class will facilitate in-class work.

Live classroom time and group work: We believe that social interaction, including live, person to person interaction during our designated course time, is a fundamental component of place-based community practice and development. Gaining experience in communication from diverse perspectives and building collaborative projects via live interactions, and hybrid/remote methods (e.g., Zoom meetings for group meetings outside of class) helps to replicate actual community development practice and deepens the understanding of critical course concepts, such as collective action and community development models. We will use a variety of teaching and learning styles during our classroom sessions that are preferred by various learning styles, including student-driven small group conversations, creative problem-solving activities, individual reflections, and study and group project work time.

Any activity that acts as a distraction for other students is not permitted while class is in progress.

Pace of course activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Apart from our in-class sessions, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

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.

Attendance and participation requirements: Because this is an in-person course with online elements (Carmen assignments), your attendance is based on your online activity and in-class participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with instructors as soon as possible. The following is a summary of students' expected participation:

- **Weekly class sessions: REQUIRED.** All live, scheduled class sessions for the course are required. These will occur in-person unless specified. The purpose of these required sessions is for students to advance their knowledge of course materials individually and to work in a structured, collaborative environment with their group project teammates. These group working dates are specified in the Course Schedule. **Attendance**

flexibility for these required sessions is limited to the circumstances listed in the **Requesting Accommodations section**.

- **Participating in online activities for attendance:** up to **TWICE PER WEEK**
You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. 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 instructors *as soon as possible*.
- **Participating in group discussions:** **REQUIRED.**
As part of your group work, each week you can expect to post or participate at least twice as part of our substantive class discussion on the week's topics.
- **Office hours:** **OPTIONAL.**
Our office hours, are optional. You are encouraged to schedule an in person or online meeting with an instructor or Graduate Teaching Associate (individual-based work) or Student Instructional Assistant (group-based work) if you have questions throughout the semester.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no required textbook.

Required

- Required readings in the form of journal articles, book chapters/sections, links to visual and audio materials are posted on the class's Carmen page (Weekly Modules) (<https://carmen.osu.edu>). **Before each class session**, students should **first explore new course content** by familiarizing yourself with assigned journal articles, book chapters/sectors and media content.

Recommended/optional

- All supplemental readings are posted in Carmen.

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)
- Use of Microsoft cloud-based, Google Drive, or other online platforms for group project work

Required equipment

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

Required software

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

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Grades will be assigned according to student performance on several different assignments. Percentages are taken from 1000 total points available in the class. **Each point is worth 0.1% of your final grade.** The breakdown of each assignment category's weight as a part of the final grade is as follows.

ASSIGNMENT CATEGORY	POINTS
Quizzes	200 points (20% of total grade) Ten quizzes worth 20 points each
Written Exams	300 (30%) Four written exams worth between 50 and 100 points each
Community Role Play Assignments (Group-based)	400 (40%) Four related group assignments worth 50 to 150 points each
Peer Evaluation 1 & 2	50 (5%) Two evaluation assignments worth 25 points each
Participation in course sessions	50 (5%) Ten participation checks worth 5 points each
Total	1,000 points
Extra credit participation and research opportunities	Up to 20 points

See course schedule below for due dates.

Descriptions of major course assignments

Quizzes

Description: There are ten 20–point online quizzes in Carmen. Each quiz covers your mastery of specific topics and is based on the corresponding lectures, readings, and case studies (see Course Calendar below). All quizzes are timed; for each question we reserve two minutes. All quizzes are due at 11:59 pm on the due date. Late assignments will not be accepted by Carmen. You have one attempt to complete the quiz. Students may use their notes, but may not work together.

Written Exams

Description: Written exams are to be completed in a short answer, essay-style format. Students will be asked to reflect on a statement using evidence from the course and give examples from case studies to illustrate concepts. These exams will be completed outside of class and submitted on Carmen. They are due at 11:59 pm on the due date. Late submissions for **written exams** are possible with a 10% grade deduction for each late day (including weekends). Submissions will no longer be accepted after 10 days late. Written exams are not timed. Students may use their notes, but may not work together to complete the exams.

Community Role Play Assignments

Description: A significant component of the class will be an extended community role play activity to provide a hands-on experience in the community development process. In the first two weeks of the semester, students will be organized into communities. About four students will be assigned to a community and will take a third person, omniscient perspective to its development. Students will be presented a very brief community summary and “stock” of the seven community capitals in the Community Capitals Framework (natural, cultural, human, social, political, financial, and built/physical capital) in their community. Each community will be given a rating on each of the seven community capitals on a range from 1 (lowest) to 10 (highest). Each community will be located on a map of a nation that includes various landscape attributes and transportation networks.

The Community Role Play activities will occur over several processes, it is expected that communication and work will take place *inside and outside* of the classroom live sessions to accomplish the task of developing and submitting each assignment. Your team is responsible for submitting to the appropriate action on Carmen by midnight on the assigned date.

Community Role Play Assignment 1: Community Introduction, History, and Setting Development Goals and Action Steps (100 points)

Your community team will submit its first group project assignment. This will require the development of a group communication strategy and preliminary strategy for accomplishing the required tasks. Communities will need to become familiar with their history and interpret their current status relative to an understanding of their assigned “community capitals” scores. Your community history and description of assets should be informed from the examples of at least two real communities in or outside the U.S. The parallels should be relevant to the socio-economic, cultural, and environmental contexts of your own communities. The examples you identified should be supported with a specified number of references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.). Besides determining “who they are,” you will also support the community by setting community development goals and specific action steps to achieve those goals (“what they want to achieve”). These goals and action steps will greatly impact the community’s reactions to future opportunities and challenges. Additional details will be provided in-class and on-line.

Community Role Play Assignment 2: Community Response to Crisis, Conflicts, and Solutions (150 points) Specific details of this assignment will be provided no less than two weeks prior to its due date. Community Role Play Assignment responses will be evaluated in terms of their clarity (well written and free of grammatical errors), how well they reflect an appreciation of course content and/or supplemental research material, and the extent to which they demonstrate a consideration of prior planning efforts on the part of the community. To do this you will need to identify a specified number of references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.) that lend support to the proposed action.

Community Role Play Assignment 3: Future Press and Pulse Dynamics (100 points) Specific details of this assignment will be provided no less than two weeks prior to their due date. This reflective assignment is a culmination of each stage of your community role play activities. For this assignment, your group will be given a development twist that will have a major impact upon your community's direction of achieving its community development goals. You need to provide a similar comprehensive response projecting forward and determination of whether your community was successful in achieving its three community development outcome goals specified in the Community History, Identification of Community Outcomes, and Action Plan assignment.

Community Role Play Final Presentation (50 points). Final Examination Period: Specific details of these assignments will be provided no less than two weeks prior to their due date. This reflective assignment is a culmination of each stage of your community role play activities.

This group project can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let us know if you have any questions. Formatting requirements for all written and submitted group assignments, in addition to specific Grading Rubrics, will be attached to those assignments and provided in advance on the course Carmen site.

Peer Evaluation Assignments

Description: Collaborative skills, including the ability to take leadership on tasks and to be effective listeners and team participants are a prerequisite for community-related jobs and activities. At the conclusion of two team project submissions, student members of each community will be asked to rate the performance of other community members, such as ability to meet deadlines, contribute fairly, communicate effectively, and resolve differences. Each member of the community is required to rate the contribution of each individual community member. Students should evaluate their peers according to how engaged their peers were in the formulation and submission of the development actions and responses. Submission of complete Peer Evaluations before the deadline is worth 25 points each. Failure to participate in the Peer Evaluations leaves a student subject to receiving 0 points. Points are also deducted for late and/or incomplete evaluations.

Peer evaluation will be factored into the Community Role Play Assignments individual grade. Points could be deducted from or added to the reviewed assignment based on the feedback of group members. Additional instructions are provided on the Student Evaluation of Individual

Contributions to a Team Project form posted on Carmen. Any concerns individuals may have relating to the peer evaluation process should be addressed to the instructors.

Note: Group project work can be frustrating, and some group members will be more active than others. Sometimes this is attributed to an individual as well as the broader group dynamics. If for some reason a group is not working out for you, please let your Course Instructors know and they will do their best to improve the situation.

Participation Checks

Description: As outlined in the **Mode of delivery** section above, participation in course sessions is an important component of this course. There will be a total of 10 Participation Checks. These checks will be conducted during live class sessions and are used to solicit information to incorporate into the class, guide future lectures or discussions, or to check on comprehension of key course materials and group work. Checks may include but are not limited to the following: a short survey question on a current topic about the environment and community, a request for you to briefly react to a reading and/or lecture materials, or a group activity. Other optional activities may be offered to supplement participation checks.

Any activity that acts as a distraction for other students is not permitted while class is in progress.

Late assignments

Late submissions for **quizzes and participation checks** will not be accepted.

Late submissions for **written exams** and **group work** are possible with a 10% grade deduction for each late day. After 10 days, late assignments will no longer be accepted. Please refer to Carmen for due dates.

If you are facing extenuating circumstances that will impact any of the above assignments, please reach out to the instructors immediately. Documentation will be required.

Extra credit participation and research opportunities

Throughout the semester I will provide several opportunities for students and group project teams to earn up to 20 points extra credit that contribute towards their final grades. These assignments could occur at any time during the semester.

The **Environmental and Social Sustainability Research Experience Program (ESSREP)** is a structured opportunity for students to earn up to 20 points for this class. The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. To gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the

Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your .osu email address at <https://osu-essrep.sona-systems.com>. You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website <https://ess.osu.edu/subject-pool/research-option> for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website <https://ess.osu.edu/subject-pool/papers-option> for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at Slagle.44@osu.edu by September 9th.

A total of **up to 2 research credits** will be possible as extra points for this course, **constituting 2.0%** of your final grade [or equivalent of 20 points of your final score; 1 ESSREP research credit = 10 ENR 3500 points].

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Kristina Slagle at: Slagle.44@osu.edu.

Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70–72.9: C-
87–89.9: B+	67–69.9: D+
83–86.9: B	60–66.9: D
80–82.9: B-	
77–79.9: C+	Below 60: E

Instructor feedback and response time

The instructors are providing the following list to give you an idea of our 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, such as Written Exams and group-based Community Role Play Assignments, you can generally expect feedback within **14 days**. For shorter assignments, such as Quizzes and Participation Checks, you can generally expect feedback within **7 days**.
- **Email:** Course Instructors and GTA's will reply to emails within **36 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** When communicating with instructors or your classmates/groupmates, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** In classroom discussions and in your group collaboration, let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have formal assignments, please cite your sources to back up what you say.
 - **APA Citation formatting will be used in this course for formal assignments.** For helpful information on references and citations please use the Purdue OWL: <https://owl.english.purdue.edu/owl/resource/560/01/> or the [APA Reference Guide](#) provided on Carmen.

Academic integrity policy

Academic integrity and collaboration: Your written assignments, including **Participation Checks, Written Exams, and Group Work Assignments** should be your own original work (or in the case of group assignments, your group's own original work). In written exams and group assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your 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've explored in previous courses, please discuss the situation with instructors.

You must complete the **Quizzes** yourself, without any external help or communication. You may use your own class notes.

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

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 we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we 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 us.

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)

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

For CFAES students: 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. For non-CFAES students please visit:

<https://ccs.osu.edu/services/mental-health-support>

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 our Graduate Teaching Associate and I know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Students are encouraged to contact instructors to discuss Course Attendance/Deadline Modifications (ADM) agreement. This document outlines expectations for both students and instructors and provides a structure for determining reasonable flexibility.

Additional reasons for absence from group-based working sessions and other attendance/deadline modifications may include the following:

- Illness, physical or mental, or injuries of the student or a student's dependent
- Situations covered by Title IX, including medical conditions related to pregnancy
- Participation in intercollegiate athletic events and other university-affiliated academic events as stated in Faculty Rule 3335-9-22 Group Absences
- Subpoenas; Jury duty; Military service; Bereavement, including related travel
- Religious observances: holidays observed by many members of the university community include, but are not limited to: Rosh Hashanah; Yom Kippur; Sukkot; Passover; Shavuot; 'Id alFitr; 'Id al-Adha, and Good Friday; A calendar of commonly

observed religious holidays can be viewed at:
registrar.osu.edu/participationroster/religious_holidays.pdf

For these situations the best people to contact, at your pace of comfort and discretion, are 1) your group project teammates and Student Instructional Assistant to explain your absence and develop an alternative approach to contributing to group work; 2) our Graduate Teaching Associate to navigate potential ADM or other arrangements.

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.

- 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. Beyond the Week 1 assignment, Participation Checks will be assigned at random.

Week	Dates, Course Topics, Assignments, Deadlines
1	<p>Course Introduction, Expectations, Syllabus and Participation Check</p> <p>Tues: Welcome and Participation Check on Syllabus and Course Expectations.</p> <p>Thurs: Community, the Community Capitals Framework, and Cumulative Causation</p> <p>Assignment: Participation Check 1. Deadline: 11:59pm Fri</p>
2	<p>Community, the Community Capitals Framework, and Cumulative Causation</p> <p>Tues: <i>Optional live session to learn about Development and Sustainability Careers and professional skills.</i></p> <p>Thurs: Introduce Community Role Play Activity and Community Selection</p> <p>Assignment: Quiz 1 on community and CCF. Deadline: 11:59pm Fri</p>
3	<p>Community Development Vision, Goals and Action Steps Jefferson County, OH Case Study</p> <p>Tues: Jefferson County, OH Case Study on Community Development Vision, Goals and Action Steps</p> <p>Thurs: Group-based research and discussion of political and social capitals</p> <p>Assignment: Quiz 2 Community Development and Jefferson County, OH Case Study. Deadline: 11:59pm Fri</p> <p>Assignment: Written Exam 1 on case studies and role of social capital in community development. Deadline: 11:59pm Sun</p>
4	<p>Development Actors: Market, State, Civil Society and Community</p> <p>Tues: Development Actors: Market, State, Civil Society and Community</p> <p>Thurs: Group-based research and Q&A.</p>
5	<p>Views on Development</p> <p>Tues: Development views.</p>

Week	Dates, Course Topics, Assignments, Deadlines
	<p>Thurs: Group-based research on three pillars and Q&A on development.</p> <p>Assignment: Quiz 3 Development. Deadline: 11:59pm Fri</p> <p>Assignment: Written Exam 2 on development as a balance between three pillars – market, state, and civil society. Deadline: 11:59pm Sun</p>
6	<p style="text-align: center;">Four Models of Community Development</p> <p>Tues: <i>Optional live session to learn about Development and Sustainability Careers and professional skills</i>; Review of additional Case studies and CCF</p> <p>Thurs: Four Models of Community Development</p> <p>Assignment: Quiz 4 Models of Community Development. Deadline: 11:59pm Fri</p>
7	<p style="text-align: center;">Local case studies on policies and current events creating metropolitan land use change and inequality</p> <p>Tues: Guest lecture on the Making of Metropolitan Inequality with Glennon Sweeney (Kirwan Institute).</p> <p>Thurs: TBD</p> <p>Assignment: Quiz 5 Making of Metropolitan Inequality. Deadline: 11:59pm Fri</p> <p>Assignment: Community Role Play Assignment 1. Deadline: 11:59pm Sun</p>
8	<p style="text-align: center;">Theories on Community Development and Change</p> <p>Tues: Theories on Community Development and Change</p> <p>Thurs: TBD</p> <p>Assignment: Quiz 6 Theories on Community Development and Change. Deadline: 11:59pm Fri</p>
9	<p style="text-align: center;">Functionalism Guiding Community Development and Warren’s “Three Contributions to the Study of Community”</p> <p>Tues: Functionalism in community development and Warren’s contributions to the study of community</p> <p>Thurs:: Session TBD</p> <p>Assignment: Quiz 7 Functionalism in community development and Warren’s contributions to the study of community. Deadline: 11:59pm Fri</p> <p>Assignment: Peer Evaluation 1. Deadline: 11:59pm Sun</p>

Week	Dates, Course Topics, Assignments, Deadlines
10	<p style="text-align: center;">Power and Conflict in Communities</p> <p>Tues: <i>World Water Day session to learn about Development and Sustainability Careers and professional skills.</i></p> <p>Thurs: Power and Conflict in Communities</p> <p>Assignment: Quiz 8 Power and Conflict in Communities. Deadline: 11:59pm Fri.</p>
11	<p style="text-align: center;">Community Power and Community Organizing</p> <p>Tues: <i>Garden</i> debrief, review of key concepts</p> <p>Thurs: Community power dynamics in Los Angeles, CA.</p> <p>Assignment: Quiz 9 Community Power and Community Organizing. Deadline: 11:59pm Fri</p> <p>Assignment: Written Exam 3 on community power dynamics in Los Angeles, CA. Deadline: 11:59pm Sun</p>
12	<p style="text-align: center;">Community Governance Reviewed</p> <p>Tues: Flint, MI <i>Deadly Water</i> and Dayton, OH <i>Paul Knoop Case Study</i> debrief, review of key concepts</p> <p>Thurs: Guest lecture on water management and community assistance with Steve Malone (Ohio EPA).</p> <p>Assignment: Written Exam 4 on community power and community organizing: Flint, MI, and Dayton, OH Case Studies. Deadline: 11:59pm Sun</p>
13	<p style="text-align: center;">The Water Summit</p> <p>Tues: <i>Water Summit activities</i></p> <p>Thurs: <i>Water Summit activities</i></p> <p>Assignment: Community Role Play Assignment 2. Deadline: 11:59pm Sun</p>
14	<p style="text-align: center;">Community Adaptations to Environmental Change</p> <p>Tues: Community Adaptations to Environmental Change</p> <p>Thurs: Group project work time, consultations with the instructors</p>

Week	Dates, Course Topics, Assignments, Deadlines	
	Assignment: Quiz 10: Community Adaptations to Change. Deadline: 11:59pm Sun	
15	<i>No class – Group Project “Office Hours” will be provided</i>	
Final Exam Time	Final Presentations TBD	Assignments: Community Role Play Assignment 3 and Peer Evaluation 2. Deadline: 11:59pm Sun

GE THEME COURSES

Overview

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

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

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

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

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 1

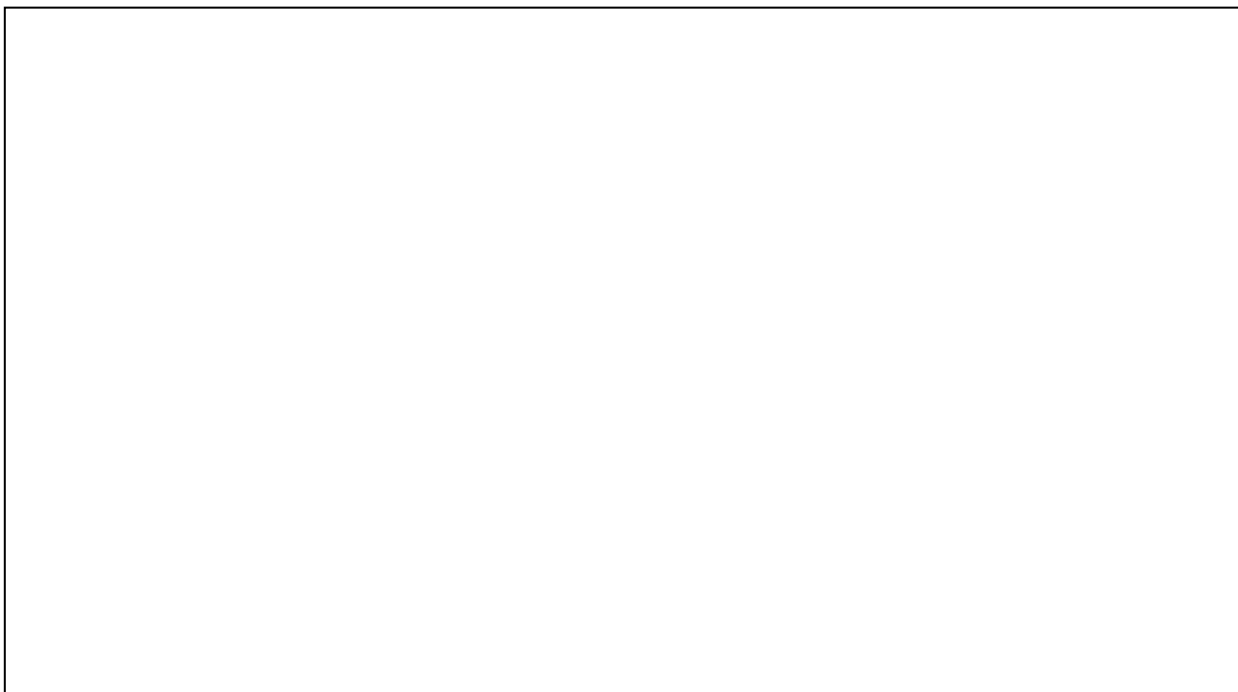
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

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



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



Course subject & number

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

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. 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 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. 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 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

