

Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Ethnic Studies
Fiscal Unit/Academic Org Center for Ethnic Studies - D0205
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3535
Course Title Race, Ethnicity, and Environmental Justice: Theory and Practice
Transcript Abbreviation REEJ
Course Description This course provides a conceptual and experiential account of the intersection of race and environmental justice. Successful students will analyze the question of sustainability, race, and environmental justice at an advanced and in-depth level.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 7 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

Prerequisites and Exclusions

Prerequisites/Corequisites ETHNSTD 2525
Exclusions None
Electronically Enforced Yes

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 05.0200
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

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

Course Details

Course goals or learning objectives/outcomes

- Goal 1
Successful students will analyze the question of sustainability, race, and environmental justice at an advanced and in-depth level.
- Goal 2
Successful students will integrate approaches to the sustainability, race, and environmental justice by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done/will do.
- Goal 3
Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; and how actions have impacts on subsequent generations and societies globally.

Content Topic List

- ethnic studies
- racial justice
- environmental justice
- sustainability
- community engagement

Sought Concurrence

Yes

Attachments

- ETHNSTD_3535_GE-Theme_submission-sustainability_iv_jr.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)
- Service Learning Course Inventory - ETHNSTD 3535.pdf
(Other Supporting Documentation. Owner: Spitulski, Nicholas M)
- ETHNSTD 2525, 3535 Concurrences.pdf
(Concurrence. Owner: Spitulski, Nicholas M)
- ETHNSTD_3535_Syllabus_Theme_Sustainability_REV20230602_iv.docx: REVISED syllabus
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- Full concurrence list attached. Service-Learning Course Inventory form for High-Impact Practice status attached. Updated syllabus should now: include all required elements (along with updated boilerplate) as posted at asccas.osu.edu; and include separate general course goals in addition to boilerplate GEN goals along with rationale statement beneath, all as noted in the panel feedback email sent 05/03/2023. We believe questions on the High-Impact Practices status request have been addressed, but please let us know of any remaining questions or uncertainties. *(by Spitulski, Nicholas M on 10/31/2023 11:37 AM)*
- Please see Panel feedback email sent 05/03/2023. *(by Hilty, Michael on 05/03/2023 07:03 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	04/07/2023 05:52 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	04/08/2023 10:49 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/13/2023 09:20 AM	College Approval
Revision Requested	Hilty, Michael	05/03/2023 07:03 PM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	10/31/2023 11:38 AM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	10/31/2023 01:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 04:31 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2023 04:31 PM	ASCCAO Approval

Race, Ethnicity, and Environmental Justice: Theory and Practice

ETHNSTD 3535

The Ohio State University | Autumn 2024

Instructor:	Teaching Assistants:
<i>Name</i>	<i>Name</i>
<i>[Affiliation]</i>	<i>[Affiliation]</i>
✉ email@address.tbd	→ [TA's tasks]
	✉ email@address.tbd

COURSE DESCRIPTION

This course provides advanced training on the intersection of race and environmental justice by combining scholarly literature that connects historical and contemporary societal developments related to racial difference and hierarchy with sustainability-related questions of climate change, biodiversity, land use, et cetera. This material is combined with hands-on experiential learning at the Mansfield Microfarm Project and the Franklinton Urban Farms where students will get acquainted with community initiatives that address racial injustice and unequal access to food.

REQUIREMENTS FULFILLED AND FORMAT

“Race, Ethnicity, and Environmental Justice: Theory and Practice” is a 4-credit hour, High-Impact Practice course that fulfills the General Education requirement for the Theme category of Sustainability.

This course is lecture, discussion, and experiential-learning-based.

COURSE GOALS AND LEARNING OUTCOMES

1. Successful students will access cutting-edged literature to critically analyze how race, as a particular social marker, interacts and impacts natural systems, including by determining access to land, availability of labor to facilitate particular land uses, and exposing differently racialized subjects to different natural environments. They will further understand these interrelations in the context of the Mansfield Microfarms Project and the Franklinton Farms, which address questions of industrial decline and food deserts in Central Ohio and the City of Columbus, respectively.
2. Successful students will integrate approaches to race and approaches to sustainability and, in so doing, synthesize the knowledge acquired in these two separate realms of study in previous coursework to critically assess their intersections and inform their service learning experience and future work in this area of study and action. Students will reflect on the role of microfarming in battling industrial decay (for Mansfield Microfarming participants) or the role of urban farming in segregated neighborhoods and food deserts (for Franklinton Urban Farms participants).
3. Successful students will evaluate information from multiple sources, including their community engagement experiences, to develop a comprehensive analysis or synthesis of the relation of race

and environmental justice, systematically and methodically analyzing their own and others' assumptions and carefully evaluating the relevance of contexts when representing a position.

4. Successful students will articulate a thorough and complex understanding of the issues, resources, assets, obstacles, and cultures of the community in which they are working by analyzing both the racial and environmental dimensions of the problems that farming comes to solve. In particular, students will be able to understand their location within the unequal distribution of environmental damage and the racialized consequences of practices of sustainability to orient their future actions as professionals and citizens.

COURSE GOALS – GE THEMES: SUSTAINABILITY

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

EXPECTED LEARNING OUTCOMES – GE THEMES: SUSTAINABILITY

Successful students will be able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

To achieve the aforementioned goals students will be assigned readings that contain cutting-edge material that connects race and racialized phenomena like colonialism and underdevelopment to questions of sustainability and justice and injustice. Based on these readings, in combination with lecture, assignments, and discussions, students will think, engage in dialogue, and write in critical, imaginative and reflective ways about this material. With the aid of material about ethical community engagement, students will further immerse themselves in work at the Mansfield Microfarms or Franklinton Farms, thus further honing their understanding of concepts as descriptors of reality on the ground. Keeping up to date with the readings and lectures and participating respectfully and responsibly in discussion boards are crucial components of the learning process.

COURSE REQUIREMENTS

The scholarly literature agrees that engaging with the course material in multiple ways promotes learning. The course requirements have been designed to promote this goal, by incentivizing students to be active readers, attentive listeners, and engaged discussants throughout the semester. I encourage you to consider the assignments not as simple “busy work” but as complementary pieces that facilitate learning through engagement with the material and your peers, despite the lack of a shared physical classroom, and thus crucial to your success (in other words, when you complete group work and quizzes proficiently you will obtain a good grade, but their completion will also deepen your learning and thus improve your performance in the midterm and final exams).

1. **Pre- and post-session quizzes (15%)** ensure you keep up with readings and actively engage with lecture material;
2. **Groupwork (10%)** facilitates high level involvement with material and experiential learning;
3. **Lock & Key assignments (10%)** facilitate a close reading of challenging texts (See Appendix B for instructions and prompts);
4. **Midterm and final exams (40% total)** test students’ understanding of basic concepts;
5. **Mini papers responding to experiential learning (15%)** develop and sharpens analytic and writing skills and integrates experiential learning and scholarly material (See class schedule for guiding questions);
6. **Participation (10%)** deepens your learning. I offer multiple opportunities for participation which include attentive listening of the lectures, asking questions and replying/engaging with other students’ comments, posting questions and commenting in discussion fora, asking questions in the FAQs forum, and being prompt and professional in dealing with coursework.
7. **Extra credit (+ 5 points added to the final grade):** details about the opportunities for extra credit are posted on the “Extra Credit” module at the bottom of the home page.

Further, your participation grade will include your participation in group work (i.e., your participation grade will reflect negatively if you do not complete group work assignments with your group), the timely submission of ungraded assignments, of which you should think as tools to prepare you for and improve your performance in graded assignments. Ungraded assignments include:

(a) **Syllabus Statement:** review this syllabus and the course book carefully—especially course policies, assignments, and expectations – and reflect on your impressions after the introductory session. Write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others? The point of this exercise is to reflect on your own

intellectual practice, and a good practice at interpreting texts and examining evidence from your own life. This exercise provides useful information so that I can think about how best to support your intellectual development.

(b) Consistent participation in the discussion fora you are assigned to: productive discussion fora require that you follow these clear ground rules: 1. Read the whole thread before you comment (you don't want to repeat a question asked earlier or respond to a question already addressed); 2. Stay on topic; 3. Don't type in ALL CAPS (it looks like you're screaming); 4. Don't write angry or sarcastic posts (jokes that work in person may misfire online); 5. Be kind (say please and thank you); 6. Respect the opinions of others (even if you disagree, acknowledge valid points and everyone's entitlement to well-reasoned, democratic, and respectful opinions); 7. Before you reply to a classmate, make sure your claims are accurate; 8. If many people respond to your comment, summarize the main points and post it for the benefit of the whole class; 9. Be brief; 10. Don't badmouth or call others names, disagreement is about ideas; 11. If you refer to an earlier portion, quote the relevant portion; 12. Before asking a question, check the syllabus, the FAQs forum, and the News items; 13. Be forgiving of others' mistakes; 14. Run a spelling grammar before posting. Source (and more on each of these rules): <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

*** All due dates for assignments are listed in the course schedule below and on Carmen***

*** All assignments will be automatically scanned with turnitin, a plagiarism-detection software***

FAQS FORUM

A separate running forum for "Frequently Asked Questions" is available for students to post questions about course content or assignments in the second module on the home page. The instructor will address these questions every 48 hours during weekdays, and both questions and answers will be available to the whole class. This system makes information that students would otherwise obtain "privately" over email publicly available. If you submit a question of this sort to the instructor or the teaching assistants, they will redirect you to post it in the forum. As always, check the syllabus, previous FAQs, and the news section before posting a question.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life

Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

SEXUAL HARASSMENT/RELATIONSHIP VIOLENCE

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

THE VALUE OF DIVERSITY

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

RELIGIOUS ACCOMMODATIONS

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

ACADEMIC ETHICS/MISCONDUCT

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

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS

Lock & Key assignments	10%
Reading Quizzes	10%
Post-lecture Quizzes	5%
Participation (includes ungraded assignments and discussion fora)	10%
Group Work	10%
Midterm Exam [^]	20%
Final Exam [^] (non-cumulative)	20%
Mini papers (7) / reflections on experiential learning activities	15%

[^] Exams are closed book. You will be asked to answer 30 multiple choice questions in 45 minutes. The best way to prepare for both exams is to rely on the “Reading/Discussion_Qs.docx” document available on Carmen, you can use it to explain the answers to other study group members and quizzing each other

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS

Letter grade	Numerical equivalence	Definition
A	A 93-100 A- 90-92	Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study.
B	B+ 87-89 B 83-86 B- 80-82	Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	C+ 77-79 C 73-76 C- 70-72	A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	D+ 67-69 D 60-66	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
E	0-59	Failed, unacceptable performance.

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

- If the statement above has already appeared four times on this syllabus, it's because of its importance.
- Turnitin is extremely effective: be wise and invest your time doing original work.

REQUIRED READING

(1) Readings available on Carmen: All readings are available on *Carmen*'s home page and organized by module and alphabetically (at the bottom of the home page).

IMPORTANT NOTE: All assignments must be submitted in PDF format *only* through *Carmen* folders set up for that purpose.

COURSE TECHNOLOGY:

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 <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Information about the accessibility of all technologies

<https://resourcecenter.odee.osu.edu/accessibility>

USEFUL LINKS

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Office of Distance Education and eLearning: <https://odee.osu.edu/home>
- Student Academic Services: <http://advising.osu.edu/welcome.shtml>
- Student Service Center: <http://ssc.osu.edu/>
- Information about the accessibility of all technologies: <https://resourcecenter.odee.osu.edu/accessibility>
- LockDown Browser (<https://resourcecenter.odee.osu.edu/carmencanvas/using-responduis-lockdown-browser-students>)

NO RECORDING OR TRANSMISSION OF COURSE MATERIAL IS ALLOWED

No form of distribution of class material is permitted. Your personal class notes, because they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

CLASS ETIQUETTE (see also discussion forum etiquette on page 3)

- Before class starts, put away all of your devices

- Take handwritten notes, which has been proven to enhance learning (“[The case for Banning Laptops](#)” and “[The reading Brain in the Digital Age](#)”).
- There will be a break mid-way through the class, when you can check your phone but also consider talking to your classmates ☺

EMAIL ETIQUETTE

- **Check the syllabus, FAQs Forum, and Carmen News Items for an answer before writing an email to the instructor or TAs;**
- **If the question is a general clarificatory question that might be of general interest, post the question on the FAQs forum (you will be asked to do so even if you email the instructor/TA);**
- **If you’ve gone through the first and second points, and you’ve decided you need to write an email, direct your question to the Teaching Assistant in charge of that matter first (contact information and tasks for each TA are on the heading of the syllabus). This is particularly true for grading inquiries, which they’ll answer directly. For other logistical issues they’ll either respond or consult with the instructor and get back to you;**
- **Start your email with an appropriate greeting and end it with a signature;**
- **Include a short but definitive subject line, and include the course in which you are enrolled;**
- **Do not expect an answer outside of business hours, i.e., Monday to Friday 9am to 5pm.**

COURSE SCHEDULE AND READINGS

Date	Session	Topic	Readings
T, 1/10	1	Syllabus introduction	None
R, 1/12	2	Nature and Knowledge (GW) [†]	hooks, bell (2010) “Practical Wisdom.” In <i>Teaching Critical Thinking</i> (New York: Routledge): 185-188. Pred, Allan (1984) "Place as Historically Contingent Process: Structuration and the Time-Geography of Becoming Places," in <i>Annals of the Association of American Geographers</i> 74(2): 279-97.
T, 1/17	3	Nature, the Unnatural, and the Anthropocene Lock & Key assignment on Soper due.	Soper, Kate (2009) “Unnatural Times? The Social Imaginary and the Future of Nature,” in <i>The Sociological Review</i> 57(2 suppl): 222-35. <i>Matthew Lepori</i> , “There Is No Anthropocene: Climate Change, Species Talk and Political Economy,” <i>Telos</i> 172 (2015): 103-124.
R, 1/19	4	Knowledge and Denial	Cohen, Stanley (2008 [2001]) “Chapter 1: The Elementary Forms of Denial,” <i>States of Denial: Knowing About Atrocities and Suffering</i> (Cambridge: Polity Press): 2-20. Gilio-Whitaker, Dina (2019) “Environmental Justice Theory and Its Limitations for Indigenous Peoples.” In <i>As Long as Grass Grows: The Indigenous Fight for Environmental Justice, From Colonization to Standing Rock</i> (Boston: Beacon Press): 15-33.
T, 1/24	5	Race and Fuel	Malm, Andreas (2021) <i>White Skin, Black Fuel</i> (London: Verso): 479-499
R, 1/26	6	Nature, Waste, and Cities (GW) [†]	Giles, David Boarder (2021[2013]). “Prologue” and “Introduction: Of Waste, Cities, and Conspiracies,” in <i>A Mass Conspiracy to Feed People: Food Not Bombs and the World-Class Waste of Global Cities</i> (Durham: Duke University Press): xii-xvi, 1-23.
T, 1/31	7	Whiteness, Cities, and Suburbs	Bramwell, Lincoln (2014) “Introduction: Moving into the Woods,” in <i>Wilderburbs: Communities on Nature’s Edge</i> (Seattle: University of Washington Press): 3-12.

			Cronon, William (1999) "Chicago: Nature's Metropolis," in Gerrylyn K. Roberts (ed.) <i>The American Cities and Technology Reader: Wilderness to Wired City</i> (London: Routledge, 1999): 75-87.
R, 2/2	8	Nature, Colonialism, and the Global South Lock & Key assignment on Guha due.	Valdez, Inés (2023) "Techno-Racism, Manual Labor, and Du Bois's Ecological Critique," <i>Democracy and Empire: Labor, Nature, and the Reproduction of Capitalism</i> (New York: Cambridge University Press): 133-166. Guha, Ramachandra (1989) "Radical American Environmentalism: A Third World Critique." In <i>Environmental Ethics</i> 11(1): 71-83.
T, 2/7	9	Pollution and Colonialism (GW) [†]	Max Liboiron (2021) "Introduction." In <i>Pollution Is Colonialism</i> (Durham: Duke University Press): 1-35.
R, 2/9	10	Unequal Ecological Exchange	Rice, James (2007) "Ecological unequal exchange: Consumption, Equity, and Unsustainable Structural Relationships within the Global Economy." In <i>International Journal of Comparative Sociology</i> 48(1): 43-72.
T, 2/14	11	Extractivism and post-development I	Svampa, Maristella (2019) "Dimensions of Neo-Extractivism" & "Topics and Debates Regarding the Eco-territorial Turn," (New York: Cambridge): 5-19 and 40-52.
R, 2/16	12	Extractivism and post-development II (GW) [†]	Adrián E. Beling, Ana Patricia Cubillo-Guevara, Julien Vanhulst, and Antonio Luis Hidalgo-Capitán "Buen Vivir (Good Living): A 'Glocal' Genealogy of a Latin American Utopia for the World." In <i>Latin American Perspectives</i> 48(3): 17-34.
T, 2/21	13	The Rights of Nature as an Alternative	Berros, María Valeria (2021) "Challenges for the Implementation of the Rights of Nature: Ecuador and Bolivia as the First Instances of an Expanding Movement." In <i>Latin American Perspectives</i> 48(3): 192-205. Borrás, Susana (2016) "New Transitions from Human Rights to the Environment to the Rights of Nature." In <i>Transnational Environmental Law</i> , 5(1), only pp. 113-134.
R, 2/23	14	Nature, Origin Stories, and Stewardship	Kimmerer, Robin (2013) "Allegiance to Gratitude" and "In the Footsteps of Nanabozho: Becoming Indigenous to Place." In <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i> (Minneapolis: Milkweed Editions): 105-117 and 205-215.
T, 2/28	15	Oil and the US South	Pastor, Manuel, et al. (2006) "Environment, disaster, and race after Katrina." In <i>Race, Poverty & the Environment</i> 13(1): 21-26. Sze, Julie (2005) "Toxic soup redux: Why environmental racism and environmental justice matter after Katrina." <i>Online forum and Essays—Social Science Research Council</i> : 1-7. Wright, Beverly (2011) "Race, place, and the environment in the aftermath of Katrina." In <i>Anthropology of Work Review</i> 32(1): 4-8. Check out the maps from <i>Unfathomable City: A New Orleans Atlas</i> (Berkeley: University of California Press, 2 pp. each: Solnit, Rebecca (2013) "Map 21: Lead and Lies: Mouths Full of Poison Charting the Territories of Untruth." 2 pages Juhasz, Antonia (2013) "Map 6. Oil and Water: Extracting Petroleum, Exterminating Nature When They Set the Sea on Fire." Pelot-Hobbs, Lydia (2013) "Map 7. Of Levees and Prisons: Failures of Containment, Surges of Freedom Lockdown Louisiana."
R, 3/2			Midterm Exam
T, 3/7	16	Race and Fuel Revisited: The Middle East	Mamdani, Mahmood (2004) "Culture Talk; or, How not to Talk about Islam and Politics." In <i>Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror</i> (New York: Three Leaves Press): 15-30.
R, 3/9	17	Oil and Post-colonialism	Mitchell, Timothy (2011) "Mechanisms of Goodwill." In <i>Carbon Democracy: Political Power in the Age of Oil</i> (London: Verso): 86-108
T, 3/14	18	No Class	Spring Break
R, 3/16	19	No Class	Spring Break

T, 3/21	20	Oil and Post-colonialism (GW) [†]	Mitchell, Timothy (2011) "Fuel Economy" (starting on p. 123)." In <i>Carbon Democracy</i> (London: Verso): 86-108 and 123-143
<p>During the next seven weeks, you will engage in integrative experiential learning at one of two locations, guided through your experiential learning experience by the partners at the learning sites, which have planned orientation sessions as well as sessions to get you acquainted with the origins and rationale behind their projects. The instructor will accompany one of the groups on Tuesdays, and join the other group on Thursdays. Students will arrange their transportation to Franklinton Farms individually (given that FF is located in Columbus), and transportation to Mansfield Microfarms will be coordinated with students and Professor Kip Curtis, who runs the project. Weekly readings are substantially reduced so that you can focus on this experience and reflect about it in writing. Each week, you'll write a one page mini-paper (12 font, 1" margins, 1.5 spaced) reflecting on the experience with the assistance of the assigned readings. Each of these minipapers will be due at the end of each week. You will consider:</p> <ul style="list-style-type: none"> - How to relate to the groups that you are working alongside (sessions 21 and 22), - How we can bring experience to bear into knowledge (session 23), - Whether and how your experience allows you to think about nature in a caring way (session 24) - How the sites in which you work relate to broader patterns of land use (session 25) - How urban farming operates within broader market structures and neoliberalism (section 27), - The sites of "slow violence" that the projects in which you participate aim to counter. 			
R, 3/23	21		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Tuhiwai Smith, Linda (1999) "Introduction." In <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> (London: Zed Books): 1-18.
T, 3/28	22		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Lugones, María C., and Elizabeth V. Spelman. (1983) "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism, and the Demand for 'the Woman's Voice!'" <i>Women's Studies International Forum</i> 6(6): 573-81.
R, 3/30	23		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Foss, Karen A., and Sonja K. Foss (1994) "Personal Experience as Evidence in Feminist Scholarship." In <i>Western Journal of Communication</i> 58(1): 39-43
T, 4/4	24		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Whyte, Kyle Powys, and Chris Cuomo (2016) "Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies." In Stephen M. Gardiner and Allen Thompson (eds.) <i>The Oxford Handbook of Environmental Ethics</i> (New York: Oxford University Press): 234-244
R, 4/6	25		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Mehra, Mamta and Eric Toensmeier, "Food, Agriculture, and Land Use" in <i>The Drawdown Review: Climate Solutions for a New Decade</i> (San Francisco: Project Drawdown): 24-29.
T, 4/11	26		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Mincyte, Diana, and Karin Dobernig (2016) "Urban Farming in the North American Metropolis: Rethinking Work and Distance in Alternative Food Networks." <i>Environment and Planning A: Economy and Space</i> 48(9): 1767-1786.
R, 4/13	27		Experiential Learning (Mansfield Microfarms or Franklinton Farms) Nixon, Rob (2011) <i>Slow Violence and the Environmentalism of the Poor</i> (Cambridge: Harvard University Press), Introduction: 1-19
T, 4/18	28		Class Reflection on Experiential Learning + Review Session
R, 4/20	29		Final Exam

[†] You will sign up for a group at the beginning of the semester, if you miss class, you have one week to submit a make-up group assignment that you'll complete on your own.

APPENDIX A: PARTICIPATORY LEARNING GROUP WORK

You will sign up for a group slot on the first week of classes and one choose a role (see roles' description in the next page).

Group work presents some general challenges associated with the distribution of work and some particular ones in the online setting. For this reason, group members that do not attend the meeting will not be listed in the submitted assignment and will have to complete the assignment on their own.

The pedagogical benefits of engaging in a group discussion are significant. Research demonstrates that this works better than lecture for developing students' higher-level reasoning, increasing comprehension, and fostering relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory. In a group, students become active participants in a collective that will jointly make sense of the readings, their arguments, and their implications. It should be noted that these benefits apply even if a member of the group is shirking (they don't apply to the shirker, though), and will improve your performance in other course assignments.

Note: the skills you learn during structured learning group-work are skills that you will use again and again in the workplace, including the logistical tasks of setting up meetings and shared workspaces and the organizational task of establishing agendas and leading short and productive meetings.

Structured learning group or groupwork. Learning groups will consist of 5 students and—given set up costs—they will last for the whole semester. All students are required to do the readings in advance and contribute to articulating and writing the response, but they will also be primarily responsible for one role within the group. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

These learning groups will consist of 4-5 students, and for several class periods. At the beginning of a class period, each group will decide which member will be primarily responsible for each role. The required roles are the following. **(1) Reader:** This person will be responsible for reading aloud the question/project, and for helping the group stay on task (watch the time, etc.). **(2) Encourager:** This person is responsible for encouraging all members to participate, and making sure all participation is shared. **(3) Checker:** This involves checking to make sure that all members of the group can explain the group's analysis, or how the group arrived at a conclusion. Periodically asking members of the group to summarize or articulate the group's analysis or conclusion will lead to higher levels of comprehension for everyone. It also provides a pause for participants to ask further questions. **(4) Recorder:** This person is responsible for writing down the group's analysis in a clear and detailed manner, and for turning this report into me. Once I return the report, the recorder should share it with the other members.

The point of having these explicit roles is to ensure that all group members contribute to the group's work. Each day that we meet in groups, you should think about helping with all of these roles. However, you will be primarily responsible for one. Please take a different primary role in each class meeting. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. When we have larger class discussions, I will call randomly on group members to explain their group's analysis, share insights, and respond to the reports of other groups. This is designed to encourage both group interdependence (being responsible for one another's learning) and individual accountability.

APPENDIX B: LOCK AND KEY ASSIGNMENTS

Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of Marx/Rancière, including what it is that you don't understand. Obviously, this is not the kind of assignment where there are "right" and "wrong" answers. I will not, then, be grading you on what you do and don't understand; I will just be evaluating the effort you put into the assignment. I'll use the following criteria to identify "effort":

- . Care with text: are you accurately quoting what Soper/Guha said? This is a matter of careful reading and proofreading.
- . Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- . Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

Lock & Key Assignment #1: Soper and the meaning of nature

The general idea:

As you do the Soper reading, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, "who the heck is Bill McKibben?" don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

The specific assignment:

For the Soper piece, type out one key ("this passage conveys something important to me") and one lock ("this bit seems significant but I don't get it"). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it's a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Soper says about other theorists, unless you can say why you think this is significant. (I don't want us to get bogged down in trying to figure out theorists we haven't read.)
- . Use a full sheet of paper, including the quotes and one substantive paragraph or two for each quote.
- . It's fine to single-space, with an extra line between paragraphs.

Lock & Key Assignment #2: Guha and the Third World Critique of Deep Ecology

The general idea

As you do the Guha reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “who the heck is J. K. Galbraith?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

The specific assignment:

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Guha says about other theorists, unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)
- . Use a full sheet of paper, including the quotes and one substantive paragraph or two for each quote.
- . It’s fine to single-space, with an extra line between paragraphs.

Center for Ethnic Studies

ETHNSTD 2525 / ETHNSTD 3535 Concurrences

CFAES – pp. 2-3

Comm – pp. 4-5

EEOB – pp. 6-7

Engineering – pp. 8-9

FCOB – pp. 10-11

Geography – pp. 12-13

Law – pp. 14-15

CLSE – pp. 16-17

Psych – pp. 18-19

Public Health – pp. 20-21

Sociol – pp. 22-23

Stats – pp. 24-25

WGSS – pp. 26-28

(Other Arts and Sciences units whose concurrences were requested via the 6/1/23 message from Bernadette Vankeerbergen – see e.g. pp. 4 below – are assumed given lack of response by 6/19/23 as noted in the emails.)

From: [Osborne, Jeanne](#)
To: [Spitulski, Nick](#)
Cc: [Vankeerbergen, Bernadette](#); [Pintor, Lauren](#)
Subject: FW: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Monday, October 30, 2023 1:40:27 PM
Attachments: [image002.png](#)
[image001.png](#)

Dear Nick,

Thank you and Dr. Kunimoto for working with the faculty in the School of Environment and Natural Resources in the College of Food, Agricultural, and Environmental Sciences. Dr. Lauren Pintor, Chair of the Academic Affairs committee in the School has informed me that she, Jeff Sharp (former AAC chair) and Natasha Myhal met with you both to talk about the concerns with the two Ethnic Studies courses we were being asked for concurrence on. The Center has identified instructors for the courses and also welcomed the opportunity to collaborate with Natasha Myhal on their courses and the courses she is developing. Dr. Pintor relayed the discussion to the AAC committee, and the School of Environment and Natural Resources no longer has concerns.

The College of Food, Agricultural, and Environmental Sciences is pleased to offer concurrence for the course proposals for Ethnic Studies 2525 "Race, Gender, and Nature" and Ethnic Studies 3535 "Race, Ethnicity, and Environmental Justice: Theory and Practice". We look forward to these new courses, and for the opportunity to contribute. Please let me know if you have any questions or need additional information.

Best regards,

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

From: Spitulski, Nick <spitulski.1@osu.edu>

Sent: Friday, June 2, 2023 9:53 AM

To: Osborne, Jeanne <osborne.2@osu.edu>

Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear Dean Osborne,

I hope this message finds you well. I write with a set of course concurrence requests on behalf of the Center for Ethnic Studies, part of the Humanities Institute here at OSU.

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center is requesting concurrences from many academic units at the university. If you would please review the attached syllabi and let me know of your decision on concurrence, or whether you have any follow-up questions/concerns before granting concurrence, by close of business Friday, June 16, I would greatly appreciate it. Per our college’s SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,

--



Nick Spitulski

Administrative Coordinator
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210
Phone: 614-688-0277

From: [Vankeerbergen, Bernadette](#)
To: [Spitulski, Nick](#)
Subject: FW: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Thursday, June 8, 2023 12:00:37 PM
Attachments: [image002.png](#)

FYI



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: Garrett, Kelly <garrett.258@osu.edu>
Sent: Thursday, June 8, 2023 10:51 AM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

The School of Communication is happy to provide concurrence for these two courses. /Kelly

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Thursday, June 1, 2023 6:22 PM
To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>; _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>; _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>; _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>; Winnubst, Shannon <winnubst.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>
Cc: Spitulski, Nick <spitulski.1@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center for Ethnic Studies is requesting concurrences from many academic units at the university. Please email your responses/concurrences to Nick Spitulski (spitulski.1@osu.edu), Administrative Coordinator for the Humanities Institute, and cc me. Responses are due by **Monday, June 19, 2023**. Concurrence will be assumed if no response is received within two weeks.

Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Hamilton, Ian](#)
To: [Spitulski, Nick](#); [Vankeerbergen, Bernadette](#)
Subject: FW: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Thursday, June 15, 2023 2:08:11 PM
Attachments: [image002.png](#)
[image001.png](#)

Dear Prof. Spitulski,

EEOB offers concurrence on the proposed offerings Ethnic Studies 2525 and Ethnic Studies 3535. Please let me know if you have any questions.

Regards,
Ian



Ian Hamilton

Professor

Vice Chair of Undergraduate Studies, EEOB

College of Arts & Sciences

Department of Evolution, Ecology and Organismal Biology & Department of Mathematics

390 Aronoff Laboratory, 318 W 12th Ave, Columbus, OH 43210

hamilton.598@osu.edu

Pronouns: he/him/his

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Thursday, June 1, 2023 6:22 PM
To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>; _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>; _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>; _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>; Winnubst, Shannon <winnubst.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>
Cc: Spitulski, Nick <spitulski.1@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center for Ethnic Studies is requesting concurrences from many academic units at the university. Please email your responses/concurrences to Nick Spitulski (spitulski.1@osu.edu), Administrative Coordinator for the Humanities Institute, and cc me. Responses are due by **Monday, June 19, 2023**. Concurrence will be assumed if no response is received within two weeks.

Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Tomasko, David](#)
To: [Spitulski, Nick](#)
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Friday, August 11, 2023 9:12:59 AM
Attachments: [image002.png](#)

Nick,

I apologize for just now finding this in my inbox. I presume you went ahead with it as is the usual practice. We certainly concur with these courses and look forward to seeing them on the books.

David

David L. Tomasko
Associate Dean for Academic Programs & Student Services
Professor of Chemical & Biomolecular Engineering
The Ohio State University
If you have a zoom meeting scheduled with me: <https://osu.zoom.us/my/davidtomasko>

Executive Assistant: Winnie Sampson
sampson.38@osu.edu
614-688-4602

If one accepts that without deeply understanding and being a part of society then one cannot develop meaningful solutions to the problems it presents, then current demographic trends in engineering are an actual threat to the profession.

From: Spitulski, Nick <spitulski.1@osu.edu>
Sent: Friday, June 2, 2023 9:53 AM
To: Tomasko, David <tomasko.1@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear Dean Tomasko,

I hope this message finds you well. I write with a set of course concurrence requests on behalf of the Center for Ethnic Studies, part of the Humanities Institute here at OSU.

Please find attached proposals for two new courses: Ethnic Studies 2525 "Race, Gender, and Nature" and Ethnic Studies 3535 "Race, Ethnicity, and Environmental Justice: Theory and Practice". Since these courses deal with the environment, per OAA policy, the Center is requesting concurrences from many academic units at the university. If you would please review the attached syllabi and let me know of your decision on concurrence on behalf of Engineering, or whether you have any follow-up questions/concerns before granting concurrence, by close of business Friday, June 16, I would greatly appreciate it. Per our college's SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,

--



Nick Spitulski

Administrative Coordinator
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210
Phone: 614-688-0277

From: [Prud'homme, Andrea](#)
To: [Spitulski, Nick](#)
Subject: RE: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Monday, June 5, 2023 9:54:49 AM
Attachments: [image002.png](#)

Nick:

Fisher has no issues of concurrence with these classes.

Andrea

Andrea M. Prud'homme, PhD, CPIM-F, CSCP, CLTD, CIRM

200D Fisher Hall

Fisher College of Business

Associate Dean Undergraduate Programs & Students

Associate Professor – Clinical, Dept. of Operations & Business Analytics

614.292.3173 Office

Pronouns: she/her/hers



From: Spitulski, Nick <spitulski.1@osu.edu>
Sent: Friday, June 2, 2023 9:56 AM
To: Prud'homme, Andrea <prudhomme.3@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear Dean Prud'homme,

I hope this message finds you well. I write with a set of course concurrence requests on behalf of the Center for Ethnic Studies, part of the Humanities Institute here at OSU.

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center is requesting concurrences from many academic units at the university. If you would please review the attached syllabi and let me know of your decision on concurrence on behalf of FCOB, or whether you have any follow-up questions/concerns before granting concurrence, by close of business **Friday, June 16**, I would greatly appreciate it. Per our college’s SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,



Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277

From: [Coleman, Mathew](#)
To: [Spitulski, Nick](#)
Cc: [Vankeerbergen, Bernadette](#)
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Tuesday, June 6, 2023 10:34:29 AM
Attachments: [image002.png](#)
[image001.png](#)

Hi Nick—

Geography is happy to support these classes.

Mat

Cc Bernadette



THE OHIO STATE UNIVERSITY

Mat Coleman

Professor and Department Chair

Department of Geography, College of Social and Behavioral Sciences

<http://u.osu.edu/coleman.373/>

1062 Derby Hall
154 N. Oval Mall
Columbus, OH 43210-1361

The Ohio State University occupies land that is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830.

The Ohio State University is a land grant institution. Land grants nationwide received funding through the 1862 Morrill Act, which gave so-called 'public' land taken from tribal nations to states to seed institutions of higher education. The Ohio State University was funded through the sale of 630,000 acres of 'public' land, carefully documented at <https://www.landgrabu.org/universities>

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Date: Thursday, June 1, 2023 at 6:22 PM

To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>, _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>, _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>, _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>, Winnubst, Shannon <winnubst.1@osu.edu>, Sreenivas, Mytheli <sreenivas.2@osu.edu>

Cc: Spitulski, Nick <spitulski.1@osu.edu>

Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic

Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center for Ethnic Studies is requesting concurrences from many academic units at the university. Please email your responses/concurrences to Nick Spitulski (spitulski.1@osu.edu), Administrative Coordinator for the Humanities Institute, and cc me. *Responses are due by **Monday, June 19, 2023***. Concurrence will be assumed if no response is received within two weeks.

Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Ralph, Anne E.](#)
To: [Spitulski, Nick](#)
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Friday, June 2, 2023 10:20:40 AM
Attachments: [image002.png](#)
[image001.png](#)

Nick,

Thanks for your email. The College of Law is pleased to grant concurrence. Please let me know if the College of Law can help in any other way.

Very best,

Anne



Anne E. Ralph

Morgan E. Shipman Professor in Law & Associate Dean for Academic Affairs

Michael E. Moritz College of Law

55 West 12th Avenue | Columbus, OH 43210

614-247-4797 Office | ralph.52@osu.edu

Pronouns: she/her/hers

From: Spitulski, Nick <spitulski.1@osu.edu>

Date: Friday, June 2, 2023 at 9:57 AM

To: Ralph, Anne E. <ralph.52@osu.edu>

Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear Dean Ralph,

I hope this message finds you well. I write with a set of course concurrence requests on behalf of the Center for Ethnic Studies, part of the Humanities Institute here at OSU.

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center is requesting concurrences from many academic units at the university. If you would please review the attached syllabi and let me know of your decision on concurrence on behalf of Law, or whether you have any follow-up questions/concerns before granting concurrence, by close of business **Friday, June 16**, I would greatly appreciate it. Per our college’s SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,

--



Nick Spitulski

Administrative Coordinator
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210
Phone: 614-688-0277

From: [Andrews, Adam](#)
To: [Spitulski, Nick](#)
Cc: [Vankeerbergen, Bernadette](#)
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Friday, June 2, 2023 10:48:48 AM
Attachments: [image001.png](#)

Nick,

The Center for Life Sciences Education happily gives concurrence for both of these courses. I see no significant overlap with any of the Biology offerings.

Good luck with the approval process.

Regards,
Adam



Adam L. Andrews
Assistant Director for Instruction
College of Arts and Sciences | Center for Life Sciences Education

President – Association for Biology Laboratory Education ([ABLE](#))

240D Jennings Hall, 1735 Neil Avenue, Columbus, OH 43210
(614) 247-6345 Office / (614) 292-4390 Fax
andrews.171@osu.edu clse.osu.edu

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Date: Thursday, June 1, 2023 at 6:22 PM
To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>, _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>, _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>, _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>, Winnubst, Shannon <winnubst.1@osu.edu>, Sreenivas, Mytheli <sreenivas.2@osu.edu>
Cc: Spitulski, Nick <spitulski.1@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center for

Ethnic Studies is requesting concurrences from many academic units at the university. Please email your responses/concurrences to Nick Spitulski (spitulski.1@osu.edu), Administrative Coordinator for the Humanities Institute, and cc me. *Responses are due by **Monday, June 19, 2023***. Concurrence will be assumed if no response is received within two weeks.

Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Wegener, Duane](#)
To: [Vankeerbergen, Bernadette](#)
Cc: [Spitulski, Nick](#)
Subject: RE: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Saturday, June 3, 2023 10:08:10 AM
Attachments: [image001.png](#)

The Department of Psychology concurs.
Best wishes,
Duane



Duane T. Wegener (he/him/his)

College of Arts and Sciences Distinguished Professor of Psychology

Chair, Department of Psychology

Psychology Building, Room 225A, 1835 Neil Avenue, Columbus, OH 43210

614-292-3038 Office

wegener.1@osu.edu

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Sent: Thursday, June 1, 2023 6:22 PM

To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>; _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>; _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>; _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>; Winnubst, Shannon <winnubst.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>

Cc: Spitulski, Nick <spitulski.1@osu.edu>

Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center for Ethnic Studies is requesting concurrences from many academic units at the university. Please email your responses/concurrences to Nick Spitulski (spitulski.1@osu.edu), Administrative Coordinator for the Humanities Institute, and cc me. *Responses are due by **Monday, June 19, 2023***. Concurrence will be assumed if no response is received within two weeks.

Please let me know if you have any questions.

Many thanks,

Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Bisesi, Michael](#)
To: [Spitulski, Nick](#)
Subject: RE: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Friday, June 2, 2023 9:58:31 AM
Attachments: [image001.png](#)
[image002.png](#)

Thank you for checking, however, neither course conflicts with present nor planned future course offerings from the College of Public Health. We support the development and delivery.



Michael S. Bisesi, MS, PhD, REHS, CIH
Vice Dean, Academic Affairs & Academic Administration
Professor & Chair, Environmental Health Sciences
College of Public Health
Senior Strategic Advisor, OSU Global One Health initiative (GOHi)
Administrative Chair, Sustainability Education and Learning Committee
Fellow AIHA
Phone: (614) 247-8290 Email: bisesi.12@osu.edu
(Administrative Assistants Samantha Hicks (614) 688-3822 hicks.598@osu.edu or
Mindy Freed freed.28@osu.edu)

From: Spitulski, Nick <spitulski.1@osu.edu>
Sent: Friday, June 2, 2023 9:55 AM
To: Bisesi, Michael <bisesi.12@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear Dean Bisesi,

I hope this message finds you well. I write with a set of course concurrence requests on behalf of the Center for Ethnic Studies, part of the Humanities Institute here at OSU.

Please find attached proposals for two new courses: Ethnic Studies 2525 “Race, Gender, and Nature” and Ethnic Studies 3535 “Race, Ethnicity, and Environmental Justice: Theory and Practice”. Since these courses deal with the environment, per OAA policy, the Center is requesting concurrences from many academic units at the university. If you would please review the attached syllabi and let me know of your decision on concurrence on behalf of Public Health, or whether you have any follow-up questions/concerns before granting concurrence, by close of business **Friday, June 16**, I would greatly appreciate it. Per our college’s SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,

--



Nick Spitulski

Administrative Coordinator
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210
Phone: 614-688-0277

From: [Vankeerbergen, Bernadette](#)
To: [Spitulski, Nick](#)
Subject: FW: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Monday, June 12, 2023 1:45:51 PM
Attachments: [image001.png](#)

fyi

From: Downey, Douglas <downey.32@osu.edu>
Sent: Monday, June 12, 2023 1:45 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Bernadette,

Sociology concurs with both courses.

Doug



Doug Downey (he/him/his)
Distinguished Professor of Arts and Science
Director of Undergraduate Studies
College of Arts and Sciences
126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210
614-292--6681 Office
downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Thursday, June 1, 2023 6:22 PM
To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>; _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>; _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>; _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>; Winnubst, Shannon <winnubst.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>
Cc: Spitulski, Nick <spitulski.1@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

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concurrences from many academic units at the university. Please email your responses/concurrences to Nick Spitulski (spitulski.1@osu.edu), Administrative Coordinator for the Humanities Institute, and cc me. *Responses are due by **Monday, June 19, 2023***. Concurrence will be assumed if no response is received within two weeks.

Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Craigmile, Peter](#)
To: [Spitulski, Nick](#)
Cc: [Vankeerbergen, Bernadette](#); [MacEachern, Steven](#)
Subject: Re: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)
Date: Friday, June 2, 2023 7:54:29 AM
Attachments: [image001.png](#)

Good morning.

The Department of Statistics gives concurrence for these courses.

Regards,
Peter

Peter Craigmile, Ph.D.,
Professor, Department of Statistics, The Ohio State University.

From: "Vankeerbergen, Bernadette" <vankeerbergen.1@osu.edu>
Date: Thursday, June 1, 2023 at 6:22 PM
To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>, _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>, _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>, _ASC SBS UG Directors <ASC-SBS-UG-Directors@osu.edu>, "Winnubst, Shannon" <winnubst.1@osu.edu>, "Sreenivas, Mytheli" <sreenivas.2@osu.edu>
Cc: "Spitulski, Nick" <spitulski.1@osu.edu>
Subject: Concurrence Request for Ethnic Studies 2525 (Race, Gender, and Nature) and Ethnic Studies 3535 (Race, Ethnicity, and Environmental Justice: Theory and Practice)

Dear all,

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Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

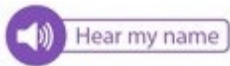
From: [Sreenivas, Mytheli](#)
To: [Spitulski, Nick](#)
Cc: [Stotlar, Jackson](#); [Kunimoto, Namiko](#)
Subject: RE: WGSS concurrence review for ETHNSTDS courses
Date: Wednesday, July 19, 2023 6:22:35 PM
Attachments: [image002.png](#)

Dear Nick,

Thank you for sharing these revisions with me and Jackson. WGSS is glad to concur on this course!

Best,
Mytheli

Mytheli Sreenivas, PhD
Professor and Chair, Department of Women's, Gender and Sexuality Studies
Professor, Department of History
The Ohio State University
Pronouns: she/her/hers
Recent book: [Reproductive Politics and the Making of Modern India](#)
Twitter: @ProfMytheli



From: Spitulski, Nick <spitulski.1@osu.edu>
Sent: Wednesday, July 5, 2023 1:00 PM
To: Sreenivas, Mytheli <sreenivas.2@osu.edu>
Cc: Stotlar, Jackson <stotlar.1@osu.edu>; Kunimoto, Namiko <kunimoto.3@osu.edu>
Subject: RE: WGSS concurrence review for ETHNSTDS courses

Hi Mytheli and Jackson,

Attached please find a revised copy of the proposed ETHNSTD 2525 syllabus along with some responses added onto the feedback doc – Inés had color-coded the edits to correspond to the couple of concerns broken out in item #2 in the feedback.

Please let us know if you feel comfortable providing concurrence in the wake of these adjustments, if any specific concerns remain, etc.

Thanks!
Nick

From: Sreenivas, Mytheli <sreenivas.2@osu.edu>
Sent: Tuesday, June 27, 2023 8:16 AM
To: Spitulski, Nick <spitulski.1@osu.edu>

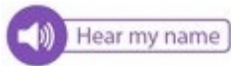
Cc: Stotlar, Jackson <stotlar.1@osu.edu>

Subject: RE: WGSS concurrence review for ETHNSTDS courses

Thanks, Nick. I'm glad to learn about the certificate, and will also reach out to Jian.

Best,
Mytheli

Mytheli Sreenivas, PhD
Professor of History and Women's, Gender and Sexuality Studies
Affiliated Faculty, Department of Near Eastern and South Asian Languages and Cultures
The Ohio State University
Pronouns: she/her/hers
New book: [Reproductive Politics and the Making of Modern India](#)
Twitter: @ProfMytheli



From: Spitulski, Nick <spitulski.1@osu.edu>

Sent: Monday, June 26, 2023 5:34 PM

To: Stotlar, Jackson <stotlar.1@osu.edu>; Kunimoto, Namiko <kunimoto.3@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>

Subject: RE: WGSS concurrence review for ETHNSTDS courses

Hi Jackson and Mytheli,

Many thanks for reviewing these proposals and for the helpful notes re: 2525. I've relayed them to Inés Valdez and Paloma Martinez-Cruz, who have been developing these in conjunction with a larger certificate proposal for Race, Ethnicity, and Environmental Justice that Jian Chen was also involved with, so hopefully, perhaps in further consultation with Jian, the description can be expanded relatively readily and in a way that alleviates any concerns about overlapping content. I'll be back in touch as soon as an updated doc is available!

Best,
Nick

From: Stotlar, Jackson <stotlar.1@osu.edu>

Sent: Monday, June 26, 2023 3:17 PM

To: Spitulski, Nick <spitulski.1@osu.edu>; Kunimoto, Namiko <kunimoto.3@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>

Subject: WGSS concurrence review for ETHNSTDS courses

Good afternoon Nick and Dr. Kunimoto,

I'm writing on behalf of WGSS in response to the concurrence request for ETHNSTDS 2525 and 3535. WGSS is excited about both of these course and encourages the continued development of the Ethnic Studies curriculum. WGSS grants full concurrence to ETHNSTDS 3535. The faculty do have some concerns and feedback about ETHNSDS 2525. Please see the attached comments and WGSST 2260 syllabi for full feedback and continued discussion.

Please let me know if I can provide any additional information at this time.

Best,
Jackson



Jackson Stotlar, MA

Outreach & Curricula Senior Specialist

Co-Chair, Arts & Sciences Staff Advisory Council

College of Arts & Sciences Women's, Gender & Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu / wgss.osu.edu

Pronouns: he/him/his | Honorific: Rev.

GE THEME COURSES

Overview

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

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

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

Course subject & number

General Expectations of All Themes

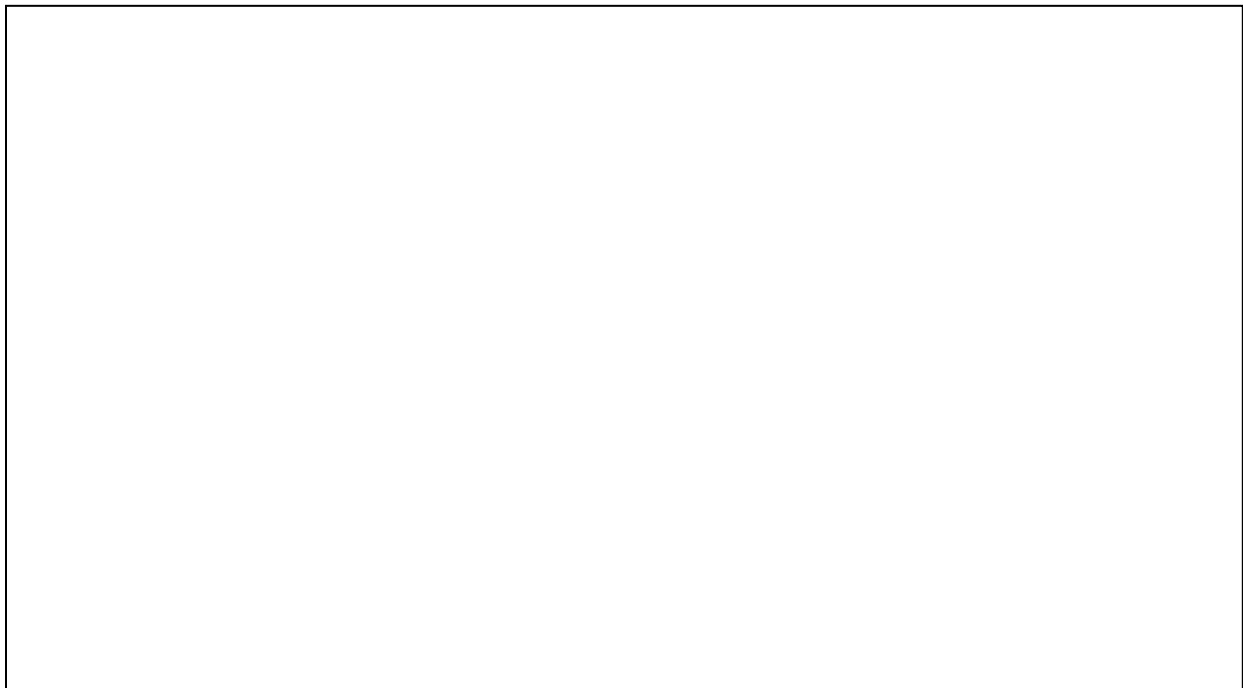
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

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

Course subject & number

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

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

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

Course subject & number

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

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

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

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

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

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

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

Course subject & number

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

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

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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 it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)



ASC Curriculum Committee
College of Arts and Sciences
Ohio State University

August 24, 2021

Dear Members of the Committee,

On behalf of Franklinton Farms, I am writing to communicate our commitment to participate as a volunteer host site for Ohio State undergraduate students enrolled in a Certificate on Race, Ethnicity, and Environmental Justice scheduled to be launched in the Fall of 2022.

About Franklinton Farms

Franklinton Farms' mission is to grow and share food, create beauty, and build community. We envision a neighborhood and food system that respects the land, values all people, and celebrates community. From our beginnings as a small community garden, the Farms has become a hub for community food engagement, one of the most productive fruit and vegetable farms within Columbus, and a model for small scale, sustainable urban agriculture. The Farms operates on a scattered-site farm located over 12 lots and in 11 high tunnels in central Franklinton, enabling us to grow year-round. Low-income neighbors can access the food through our variable pricing structure. It is difficult to access healthy food options in Franklinton—it is a USDA classified food desert. As a result, the neighborhood has some of the city's highest rates of nutrition-related chronic health issues and infant mortality.

We utilize bio-intensive agriculture and neighborhood distribution programs to improve food security and support healthy futures for our neighbors. Franklinton Farms has a robust volunteer program, hosting over 700 people annually. Students will engage with projects related to food production, community outreach, and pollinator habitat improvements.

About Franklinton

Our neighborhood is demographically segregated, with the central area where the Farms is located being predominantly white-Appalachian in cultural background and the southern area being

predominantly African American and Somali Bantu New Americans. These two areas are divided by a freeway and community outreach and service there adds additional challenges to our work. There are also racial tensions that exist throughout the community.

About the Certificate on Race, Ethnicity, and Environmental Justice

We are acquainted with the project proposal and the contribution that it will make to the sustainability curriculum at Ohio State by providing a coherent track that tackles the unequal distribution of environmental protection alongside the lines of race and ethnicity, we welcome the creation of a course that integrates questions of racial and ethnic justice with sustainability and are enthusiastic about being a community partner for the experiential learning opportunity in the advanced course required for the certificate (“Race, Ethnicity, and Environmental Justice: Theory and Practice”).

Finally, the Farms understands the highly racialized nature of agriculture in the United States because of the heritage of enslaving Black People for production. As such, we would benefit from receiving OSU undergraduates trained in racial and environmental justice and would provide a complement to their training with hands-on experience on one or more of our projects. Students will not be asked to engage in any activities that may be construed as advocacy for their experiential learning.

OSU taking the advanced course on race and environmental justice students would volunteer at Franklinton Farms for two 80-minute sessions each week during the second half of the Spring semester. Here is a breakdown of a what the curriculum would include:

Week	Session 1	Session 2
1	Franklinton Farms overview	History of Franklinton Farms
2	Farm and Food Access (planting, harvesting, and processing)	Farm and Food Access (Farm Stand / Farmers Market)
3	Volunteering and Beautification (Pollinator Patch Related)	Volunteering and Beautification (Pollinator Patch Related)
4	Community and Outreach (Weekly Harvest Pack)	Community and Outreach (Canvassing)
5	Community and Outreach (South Franklinton Veggie Truck)	Community and Outreach (Sprout it out loud Food Truck)
6	Community and Education (Open Garden hours)	Community and Education (Learning Garden Programming)
7	Thoughts / Review / Presentation	Exit Interviews

Our organization is multi-faceted in 1. our approach to our mission, 2. our connection to our community and 3. how we connect with the rest of the city of Columbus. We believe that students should be shown the broad range of programs we have instituted to get a richer knowledge of our neighborhood and community, as well as its challenges, opportunities, and issues.

We are excited to move forward with this curriculum and believe that it will be of huge benefit to our organization, the students, and our neighborhood. We look forward to working together to do good in the places that need it most.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rebecca Gimblett', with a stylized flourish at the end.

Rebecca Gimblett
Operations Manager

rebecca.gimblett@franklintonfarms.org • 614-680-2381



August 30, 2021

Selection Committee
Humanities Connections Grant
National Endowment for the Humanities

RE: Collaboration between The Microfarm Project and Race, Ethnicity, and
Environmental Justice certificate

Dear Selection Committee,

I write in my capacity as PI and project manager of the Microfarm Project, an asset-based community development pilot project using food systems to create community wealth doing its work from the OSU Mansfield campus, to extend my commitment to collaborate in the experiential learning opportunity with the Race, Ethnicity, and Environmental Justice certificate that Dr. Valdez and her colleagues are planning.

As I have discussed with Dr. Valdez, the plan is that certificate holders will be able to engage the knowledge they develop in the classroom about racial injustice and ecological challenges in real world circumstances that are seeking to mitigate both. Students will serve as volunteers and helpers on microfarm production sites, at the NECIC Urban Farm, at the cooperative aggregation site, and in other capacities on behalf of the urban farming efforts taking place in Mansfield, Ohio and being launched in Marion, Ohio. As they assist microfarming businesses and learn about the many practices involved in sustainable microfarming including crop planning, sustainable cultivation and harvesting on microfarms, cooperative marketing and management, farmer training, and work with volunteer middle and high school students, Ohio State students can bring the critical lens of ecology to the practices and evaluate how, why, and where the demands of farming and the needs of a healthy earth can intersect. At the same time, by peering into aspirational efforts to create wealth around sustainable small-scale agriculture in Mansfield's food deserts, students will have an opportunity to personalize and see into the complexity of racial injustice and racial justice in real world circumstances.

Our hope is to facilitate a genuine service *learning* experience in the partnerships and efforts that comprise the microfarm project as a living laboratory where the concepts of racial justice and ecology are wed together in practice and offer bodily and relational engagements from which the students can draw for reflection and further incorporation of concepts.

Sincerely,

Dr. Kent "Kip" Curtis