

## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Environment & Natural Resource  
Fiscal Unit/Academic Org Sch of Enviro&Natural Res - D1173  
College/Academic Group Food, Agric & Environ Science  
Level/Career Undergraduate  
Course Number/Catalog 2400  
Course Title Citizenship Across the Rural-Urban Divide  
Transcript Abbreviation CitznshpRuralUrban  
Course Description Foundational concepts of citizenship in historical, current, and social science contexts; definitions, benefits, and responsibilities of citizenship. Citizenship and community participation in rural, urban, or suburban locations, differing perspectives, community institutions and civic engagement. Impacts of agricultural and environmental issues locally, nationally, and globally.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
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  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 03.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Citizenship for a Diverse and Just World

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**

- Understand past and current ways citizenship is structured and how these relate to contemporary issues
- Understand how citizenship institutions and power vary across the rural – urban continuum and shape community formation, identity, social status, and experiences of people
- Explore the diverse ways that citizenship is produced at local, national, and international scales
- Explain the concepts and principles of global citizenship
- Identify ways in which citizenship is inclusive of or excludes people based on social class, gender, age, race, and ethnicity
- Apply ideas and concepts about citizenship to understanding contemporary rural and urban framings of civic engagement and the formation of community institutions
- Evaluate how citizenship identities and community institutions can facilitate or be a barrier to problem solving and participation in critical agricultural, natural resource, and environmental issues
- Analyze methods that strengthen global citizenship and how community institutions can be used to mediate agricultural, natural resource, and environmental conflicts
- Analyze your own civic engagement and perspectives on global agricultural, environment and natural resources issues in relation to other local and global perspectives

**Content Topic List**

- Introduction to Communities and Citizenship
  - Defining the Citizen
  - Framing Benefits and Responsibilities of Citizens
  - Theorizing Citizenship
  - Landed Gentry and Urban Elites
  - The Expansion of Rights – Enslaved People, Second Class Citizens
  - Rural & Urban Identity Continuum
  - Social Justice and Equity
  - Community Institutions, Sense of Place, and Civic Engagement
  - Civic Engagement and Training Citizens
  - Participation and Engagement: Rural Cooperatives as Community Building and Citizenship Engagement
  - Participation and Engagement: Promoting Citizenship Ideals among Youth
  - Tools for Understanding Rural and Urban Issues
  - Teaching Information Literacy
  - Farm, Labor, Immigration, Whiteness
  - Citizenship and Disaster Relief
  - Tourism
  - Energy Development
  - Land Ownership as Citizenship
  - Animal Agriculture
  - Community and Conflict
  - Citizen Engagement in Local to Global Issues
- Yes

**Sought Concurrence**

**Attachments**

- ACEL\_concurrence.pdf: ACEL Concurrence  
*(Concurrence. Owner: Fries, Sara Nicholson)*
- AEDE\_concurrence.pdf: AEDE Concurrence  
*(Concurrence. Owner: Fries, Sara Nicholson)*
- Distance Approval Cover Sheet -ENR 2400 SENR Citizenship.docx: Distance Cover Sheet  
*(Other Supporting Documentation. Owner: Fries, Sara Nicholson)*
- submission-doc-citizenship ENR 2400.pdf: GE Theme Submission  
*(Other Supporting Documentation. Owner: Fries, Sara Nicholson)*
- ENR 2400 Syllabus ENR Citizenship GE - In-Person (004) 3-22-23.docx: ENR 2400 In person  
*(Syllabus. Owner: Fries, Sara Nicholson)*
- ENR 2400 Syllabus ENR Citizenship GE - Online 3-22-23.docx: ENR 2400 Online  
*(Syllabus. Owner: Fries, Sara Nicholson)*

**Comments**

- Revise as per COAA via email message sent 5 April 2023

Revise as per email 27 March 2023 *(by Osborne, Jeanne Marie on 04/05/2023 04:19 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Fries, Sara Nicholson	03/23/2023 11:55 AM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	03/27/2023 12:36 PM	Unit Approval
Submitted	Fries, Sara Nicholson	03/27/2023 02:59 PM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	04/05/2023 04:19 PM	Unit Approval
Submitted	Fries, Sara Nicholson	04/06/2023 11:35 AM	Submitted for Approval
Approved	Osborne, Jeanne Marie	04/06/2023 11:52 AM	Unit Approval
Approved	Osborne, Jeanne Marie	04/06/2023 11:52 AM	SubCollege Approval
Approved	Osborne, Jeanne Marie	04/06/2023 11:53 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/06/2023 11:53 AM	ASCCAO Approval



# SYLLABUS

## ENR 2400

### Citizenship Across the Rural-Urban Divide

GE: Citizenship for a Just and Diverse World  
3 Credit Hours (in person)

Spring 2024

#### Instructor

Kristi Lekies, Ph.D.

Email address: [lekies.1@osu.edu](mailto:lekies.1@osu.edu) (preferred contact method)

Phone number: 614-688-3537

Office hours: Tuesdays 1-2:30 or by appointment

Office location: 320C Kottman Hall

**Class Meeting Time & Location: TBD; 80 min a day/2 days a week**

**Prerequisite:** None

#### Course Description

Catalog description: Foundational concepts of citizenship in historical, current, and social science contexts; definitions, benefits, and responsibilities of citizenship. Citizenship and community participation in rural, urban, or suburban locations, differing perspectives, community institutions and civic engagement. Impacts of agricultural and environmental issues locally, nationally, and globally.

We are increasingly living in a world where viewpoints on critical agricultural and environmental issues are shaped and divided by the identities and interests of the people engaged in them as practitioners, regulators, researchers, and advocates. This course presents citizenship as both a social institution and a personal status connecting people and society, and shaping the development and maintenance of other community institutions and types of civic engagement. It engages students in examining the relationships among people and how those relationships are shaped by the types of communities they live in, rural / suburban / urban. This community continuum influences ideas about environmental issues and how perceptions of rights and responsibilities affect citizen action. We further explore how

these aspects of society vary in sense of belonging and inclusiveness in everyday life across rural and urban groups.

Students are challenged to identify and appreciate the ways in which these different experiences influence perceptions and solutions for the local and global agricultural and environmental issues our societies face. Using lenses of agriculture and environment in rural and urban contexts, students will explore how ideas of citizenship develop and change, identify how concepts for citizenship frame agricultural and environmental issues, and recognize the affects these have on approaches individuals and communities take to address problems. Students will begin to understand the interconnections of environmental perspectives and outcomes with experiences of citizenship, views on issues, and any actions taken.

The course consists of 3 major sections: 1) describing the history and development of citizenship and the citizen concept and understanding how these shape differential access to rights and responsibilities among people; 2) understanding community institutions and exploring how they shape civic engagement and learning other social science concepts for understanding agricultural and environmental issues; 3) applying course concepts to specific agricultural and environmental issues.

Throughout the semester, students will engage in discussion, readings, case studies, and media presentations. We will examine issues nationally and globally as well as in Ohio.

Students will be positioned to successfully navigate rural/urban and agricultural/environmental issues by building connections between students from various backgrounds and perspectives by emphasizing the importance of seeing multiple sides of local and global issues. Students will begin to learn this skill through exposure to multiple perspectives and structured activities.

## Course Goals & Outcomes:

Goals - By the end of this course, students will:

- Understand past and current ways citizenship is structured and how these relate to contemporary issues (*Citizenship Theme ELO 1.1*)
- Understand how citizenship institutions and power vary across the rural – urban continuum and shape community formation, identity, social status, and experiences of people (*Citizenship Theme ELO 1.1, 2.2*)
- Explore the diverse ways that citizenship is produced at local, national, and international scales (*Citizenship Theme ELO 2.1, 2.2*)

Outcomes – As a result, after successfully completing this course, students will be able to:

- Explain the concepts and principles of global citizenship (*Citizenship Theme ELO 1.1*)
- Identify ways in which citizenship is *inclusive of* or *excludes* people based on social class, gender, age, race, and ethnicity (*Citizenship Theme ELO 2.1*)

- Apply ideas and concepts about citizenship to understanding contemporary rural and urban framings of civic engagement and the formation of community institutions (*Citizenship Theme ELO 1.2*)
- Evaluate how citizenship identities and community institutions can facilitate or be a barrier to problem solving and participation in critical agricultural, natural resource, and environmental issues (*Citizenship Theme ELO 2.2*)
- Analyze methods that strengthen global citizenship and how community institutions can be used to mediate agricultural, natural resource, and environmental conflicts (*Citizenship Theme ELO 1.2*)
- Analyze your own civic engagement and perspectives on global agricultural, environment and natural resources issues in relation to other local and global perspectives (*Citizenship Theme ELO 1.2*)

## General Education Category:

This course fulfills the requirement for the General Education category “Citizenship for a Just and Diverse World.” The General Education program has several general goals and associated expected learning outcomes (ELOs). These goals and ELOs are listed next.

### GE Themes: General

**GOAL 1:** Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.

**Expected Learning Outcome 1.1:** Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

**Expected Learning Outcome 1.2:** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

**GOAL 2:** Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.

**Expected Learning Outcome 2.1:** Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

**Expected Learning Outcome 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.

### GE Themes: Citizenship for a Just and Diverse World

**GOAL 1:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**Expected Learning Outcome 1.1:** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

**Expected Learning Outcome 1.2:** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

**GOAL 2:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

**Expected Learning Outcome 2.1:** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

**Expected Learning Outcome 2.2:** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

## **How this Course Meets Citizenship for a Just and Diverse World ELOs:**

Students will engage in theoretical and applied explorations and analysis of citizenship, issues in citizenship, and citizen actions spanning local to global scales. Students will learn historical and contemporary contexts for citizenship, issues of equity and inclusiveness, and how diversity (or the lack thereof) shapes ideas of benefits and obligations of people in society. Students will learn and apply principles, theories, and modes of inquiry used across the social sciences to effectively engage the topics. Students will examine contemporary agricultural and environmental issues and processes of public engagement as citizens while examining current and past exclusions and injustices. Students will explore and analyze the relationships between rural and urban experiences of these issues across national and global contexts, and how those identities mobilize common goals, create barriers and polarized attitudes, and difference is used to divide communities. Students will discover the commonalities shared by citizens that often extend beyond discrete issues, while appreciating the implications of social divisions and problems of the contemporary world, and explore processes to overcome division.

# **COURSE MATERIALS AND TECHNOLOGIES**

## **Class Readings**

We will be using the book, *Environment and Citizenship*, 1<sup>st</sup> edition, by Benito Cao, 1-290. 10.4324/9780203084335, available in print and electronically through the OSU Libraries. Additional readings, videos, and other materials will be posted on Carmen. Students are required to read or view the materials prior to each week's topic.



# HOW THIS COURSE WORKS

## Method of Instruction:

This course meets twice per week. Class time will include lecture material, presentation and discussion of ideas and concepts, and work in small groups. Films, videos, and guest presentations will also be used to enhance learning.

**Attendance & Participation Requirements:** Staying up to date on readings, attending class, completing assignments, and participating in discussions will help you to succeed in this course. If you are aware of a time in which you will not be able to attend class, please talk with the instructor in advance. In case of illness or emergency, contact the instructor as soon as possible.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#) Students should expect to spend 3 hours per week on direct instruction (lecture meetings) and 6 hours per week on additional work (e.g., readings, assignments, studying, reviewing) to earn the average grade of “C” in this course.

## COURSE TECHNOLOGY

For help with your password, university email, 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>, 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](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline Technical Skills for Online Courses

- Basic computer and web-browsing skills
- Basic skills with Microsoft Word, Excel, and PowerPoint
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

### Required Software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## Carmen Access

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

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

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

## HOW YOUR GRADE IS CALCULATED

ASSIGNMENT CATEGORY	POINTS
Citizenship Project	250 points total
1. Topic & Potential Sources	50 pts
2. Annotated bibliography	50 pts
3. Outline	50 pts
4. Completed project (poster, infographic, PowerPoint or other presentation)	100 pts
In-Class Discussions and Participation (10 pts each)	100 points
In-Class Reading and Review Quizzes (20 pts each)	200 points
Exam 1	150 points
Exam 2	150 points
Exam 3	150 points
<b>Total</b>	<b>1000 points</b>

## DESCRIPTIONS OF COURSE ASSIGNMENTS

**A. Citizenship Project (250 points total):** Students will work throughout the semester to complete a project exploring citizenship in agriculture, natural resources, and environmental issues. The project will be broken into **four assignments: (1) topic and potential sources, (2) annotated bibliography, (3) outline, and (4) the completed project (poster, infographic, or PowerPoint or other presentation)** each of which will be submitted on Carmen. The first three components will be unique and worth 50 points of a student's Final Grade, the fourth component will be 100 points. Readings, journal articles, data sets, documentaries required to complete the project will be free through Ohio State Libraries. Students may draw on a variety of sources for their projects, however, a student must complete the work on their own without help from peers.

**Academic Integrity and Collaboration:** Your written poster assignments should be your own original work. Formatting should follow what is provided in Carmen and the [Scientific Posters: A Learner's Guide](#). You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. Plagiarism is a violation of the Code of Student Conduct; any plagiarized work will be reported to the Committee on Academic Misconduct per university policy.

**B. In-class Discussion and Participation Checks (100 points total):** On 12 occasions throughout the course, you will be asked to complete an in-class activity or attendance check for one point each. Attendance checks will be brief questions about a topic covered in the class or textbook that students will write about. These will not overlap with exam days. Ten (10) of these activities/attendance checks will count toward your final grade. Note that there are two extra attendance checks as a backup in the event that you miss class on those days.

**Academic Integrity and Collaboration - In-Class Discussion and Participation Checks:** All discussion and class activities are open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the activities yourself, without any external help or communication. You may not use a group message App during the activities.

**C. In-Class Reading and Review Quizzes (weekly quizzes 200 points total):** Students will complete a total of 10 quizzes during the semester, all of which will be completed in-class. Each quiz will be unique and worth 2% of the Final Grade.

**D. Exams (3 exams per semester: each exam is 150 points for a total of 450):** Students will complete a total of 3 exams each semester. Each exam will consist of 30 questions that focus on 7 weekly course modules. Exams will be completed in-person **date TBD** according to the course and final exam schedule. Each exam will be unique and is worth 150 points of a student's Final Grade. *Exam 3, the final exam, will not be comprehensive.* Exams will focus on readings, lecture slides and lecture presentations, and other course materials.

**Academic Integrity and Collaboration - Quizzes and exams:** All quizzes and exams are in-class and closed book. You may not use notes, lecture slides, videos, documentaries, the

Internet, Google, calculators, books, articles. You must complete the midterm and final exams yourself, without any external help or communication. You may not use a group message App during the exam. You may not share questions and answers.

## LATE POLICY

*If you miss a deadline for any other reason than mentioned in the syllabus, then you will receive 20% fewer points once the deadline passes and an additional 20% each calendar day for that part of your work that is late.* Extenuating circumstances sometimes occur. Students who miss an assessment due to a legitimate reason (e.g., medical emergency, hospital visit, extended illness, natural disaster) should contact their instructor at [lekies.1@osu.edu](mailto:lekies.1@osu.edu) to request permission to make-up an assignment. The instructor will determine if an excuse is acceptable. If approved, the student will not be penalized 20% per day. If approved, the student must make up the missed assessment within a time frame specified by the instructor. Since this course has flexible due dates with assignments open for a period of days to weeks on [Carmen](#), acceptable excuses typically entail lengthy illness, extended hospitalization or other serious issues with official documentation.

The due date for each assignment is provided on Carmen on the very first day of the semester to help students plan their semester. It is the responsibility of the student to know the due date for all assignments. We do this to accommodate students' busy schedules. Students are expected to plan their semester accordingly. Technical glitches such as a bad internet connection, faulty internet browser, a computer that “crashes,” a battery that runs out of power, an obnoxious roommate, software malfunction, a flat tire, etc. are not acceptable excuses for missing a deadline. The instructor does not accept assignments by e-mail, and these will be deleted and not graded. Assignments should always be completed and/or submitted using [Carmen](#).

## GRADING SCALE

Letter Grade	%	Mastery
A	93.00–100.0	Demonstrates complete mastery of all learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
A-	90.00–92.9	
B+	87.00–89.9	Demonstrates mastery of at least two learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
B	83.00–86.9	
B-	80.00–82.9	
C+	77.00–79.9	Demonstrates mastery of at least one learning outcome as demonstrated on assessments; participates in some aspects of the course in a positive and timely manner. A minimum grade of
C	73.00–76.9	

C-	70.00–72.9	“C-“ will be earned by a student making a good faith effort on all aspects of the course and demonstrated engagement.
D+	67.00–69.9	Fails to meet mastery of any learning outcome such that student will not be successful in higher-level course; did not complete assessments; demonstrated lack of engagement, did not participate in course, did not complete assessment in a timely fashion.
D	60.00–66.9	
E	00.00–59.9	

## Instructor feedback and response time

- **Grading and feedback:** Multiple-choice quizzes and exams will be graded immediately, and students will know their grade immediately after they submit a quiz or exam. For written assignments, these will be graded by hand, and you can expect a grade and feedback within **7-10 days**.
- **Email:** Instructors check and reply to emails daily. Please email [lekies.1@osu.edu](mailto:lekies.1@osu.edu) as this is the email dedicated to the course. Please use your OSU email account to send emails to this account.

## Fair Assessment Practices

We understand that grades are important to our students, and we strive to have clearly stated learning outcomes. We work hard to ensure that student grades are calculated in a fair and accurate manner. Things that we do to ensure that the assessments we administer are fair and accurate:

1. We use grading rubrics to score all poster assignments. These rubrics provide clear grading expectations for varying levels of mastery. Students are able to see a grading rubric before they start working on an assignment so that performance expectations are clearly understood.
2. We evaluate the outcomes of assignments by checking all questions and all answers after an assignment closes to check for mistakes. Typically, we want to see that each question was answered correctly approximately 80% of the time. This 80% threshold indicates that a question was a fair assessment of the course material. If this threshold is not met, we do not count the question or we provide students with another opportunity to answer a new question.
3. We use different kinds of assessments, and each assessment type is weighted equally. We use written poster assignments, quizzes, and exams to calculate a student’s grade, and each is worth the same value for a student’s Final Grade for the course. This has the impact of increasing a student’s course grade by not weighing one assignment more than another.
4. We encourage students to do well on assessments by making all assignments, quizzes and exams open-book and allowing students to complete all assignments from anywhere.

5. We encourage students to do well on assessments by providing students an extended period of time (e.g., 7 days) to complete assignments.
6. We accept late assignments with a small penalty of -10% deduction per day late. This ensures that a student would not receive an automatic grade of 0% for missing an assignment.
7. We provide clearly stated learning outcomes for our modules that are aligned to course content and assessments so that students better understand why they are completing an activity.

If you have questions about these practices or how your grade is calculated throughout the semester, please contact your instructor at [lekies.1@osu.edu](mailto:lekies.1@osu.edu) or [parker.294@osu.edu](mailto:parker.294@osu.edu).

## OTHER COURSE POLICIES

### Academic Integrity Policy

- **In-Class Discussion and Participation:** All discussion and class activities are open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the activities yourself, without any external help or communication. You may not use a group message App during the activities.
- **Quizzes and exams:** All quizzes and exams are in-class and closed book. You may not use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. You must complete the midterm and final exams yourself, without any external help or communication. You may not use a group message App during the exam. You may not share questions and answers.
- **Citizenship Project assignment:** The citizenship project assignment is open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. Your written assignments must be your own original work. You can ask a trusted person to proofread/review your assignments before you turn them in, but this person should not revise or rewrite your work. The course instructor uses Turn-It-In software to check for plagiarism in all written assignments. Plagiarism is a violation of the Code of Student Conduct; any plagiarized work will be reported to the Committee on Academic Misconduct per university policy.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your instructor [lekies.1@osu.edu](mailto:lekies.1@osu.edu) or [parker.294@osu.edu](mailto:parker.294@osu.edu).

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and

guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

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

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

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

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

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

## Diversity

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

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

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

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



## Your Mental Health

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

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower.

You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, [wirt.9@osu.edu](mailto:wirt.9@osu.edu), is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

## Land Acknowledgment Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands 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. We honor the resiliency of these tribal nations and recognize the historical context that has and continues to affect the Indigenous peoples of this land.

## Religious Accommodations

- Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit

head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email.

# ACCESSIBILITY ACCOMMODATION FOR STUDENTS WITH DISABILITIES

## Requesting Accommodations

- 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Disability Services Contact Information

Phone: [614-292-3307](tel:614-292-3307)

Website: [slds.osu.edu](http://slds.osu.edu)

Email: [slds@osu.edu](mailto:slds@osu.edu)

In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

[CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)

Streaming audio and video

[CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

# LECTURE SCHEDULE

Week	Topic	Reading	Homework
Part 1 – Citizenship, Identity, and Differential Access to Rights and Benefits			
1	Syllabus Introduction to Communities and Citizenship	Syllabus Parker K. et al. (2018). What Unites and Divides Urban, Suburban, and Rural Communities. Pew Research Center. Last accessed March 9, 2023. <a href="http://www.pewsocialtrends.org/2018/05/22/what-unites-and-divides-urban-suburban-and-rural-communities">http://www.pewsocialtrends.org/2018/05/22/what-unites-and-divides-urban-suburban-and-rural-communities</a> .	
2	Defining the Citizen/ Framing Benefits and Responsibilities of Citizens	Cao Chapter 1 – Environment and citizenship Cao Chapter 2 – Introducing citizenship theories	Quiz 1
3	Theorizing Citizenship	<i>Cao Chapter 3 – Theorizing environmental citizenship</i> Marshall, T. H., & Bottomore, T. (1992). <i>Citizenship and Social Class</i> . Pluto Press. <a href="https://doi.org/10.2307/j.ctt18mvns1">https://doi.org/10.2307/j.ctt18mvns1</a>  <b>Optional Reading:</b> Stevenson, C., Hopkins, N., Luyt, R., Dixon, J. (2015). The Social Psychology of Citizenship: Engagement With Citizenship Studies and Future Research. <i>Journal of Social and Political Psychology</i> . 3. 192-210. 10.5964/jspp.v3i2.581.	Citizenship Project Pt 1: Topic  Quiz 2
4	Landed Gentry and Urban Elites  The Expansion of Rights – Enslaved People, Second Class Citizens	<i>Chapter 8 Jefferson, Morrill, and the Upper Crust</i> in Berry, W. (2015). <i>Unsettling of America: Culture &amp; Agriculture</i> . First Counterpoint Edition. Berkeley, California, Counterpoint Press.  Frederick Douglass, 1852, <i>What to the Slave is the Fourth of July?</i>  In: Foner, P.S. (1950). <i>The Life and Writings of Frederick Douglass</i> , Volume II Pre-Civil War Decade 1850-1860. International Publishers Co., Inc., New York.  Susan Ware, 2020, <i>Leaving All to Younger Hands: Why the history of the women's suffragist movement matters</i> . Last accessed March 9, 2023.	Quiz 3

		<p><a href="https://www.brookings.edu/essay/leaving-all-to-younger-hands-why-the-history-of-the-womens-suffrage-movement-matters/">https://www.brookings.edu/essay/leaving-all-to-younger-hands-why-the-history-of-the-womens-suffrage-movement-matters/</a></p> <p><b>Optional Reading:</b></p> <p>WEB Du Bois. Last accessed March 9, 2023.  <a href="https://www.blackpast.org/global-african-history/primary-documents-global-african-history/1947-w-e-b-dubois-appeal-world-statement-denial-human-rights-minorities-case-citizens-n/">https://www.blackpast.org/global-african-history/primary-documents-global-african-history/1947-w-e-b-dubois-appeal-world-statement-denial-human-rights-minorities-case-citizens-n/</a></p>	
5	Rural & Urban Identity Continuum	<p>Cramer, K. (2020). <i>What Rural Voters Want</i>. In: The Progressive Magazine, August 13, 2020. Last accessed March 9, 2023. <a href="https://progressive.org/magazine/what-rural-voters-want-cramer/">https://progressive.org/magazine/what-rural-voters-want-cramer/</a></p> <p>Inwood, S. M., &amp; Clark, J. K. (2013). <i>Farm Adaptation at the Rural-Urban Interface</i>. Journal of Agriculture, Food Systems, and Community Development, 4(1), 61–78.  <a href="https://doi.org/10.5304/jafscd.2013.041.007">https://doi.org/10.5304/jafscd.2013.041.007</a></p> <p>Love, H. &amp; Loh, T. (2020). <i>The ‘rural-urban divide’ furthers myths about race and poverty-concealing effective policy solutions</i>. Brookings Institution. Last accessed March 9, 2023.  <a href="https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-furthers-myths-about-race-and-poverty-concealing-effective-policy-solutions/">https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-furthers-myths-about-race-and-poverty-concealing-effective-policy-solutions/</a></p>	EXAM 1
Part 2 – Community Institutions and Civic Engagement			
6	Social Justice and Equity	<p>Kelly-Reif, K. &amp; Wing, S. (2016). Rural-Urban Exploitation: An underappreciated dimension of environmental justice. Journal of Rural Studies 47:A, 350-358.</p> <p>Newkirk, V. R. (2019). <i>This Land Was Our Land: How nearly 1 million black farmers were robbed of their livelihood</i>. In: The Atlantic Sept 2019. Last accessed March 9, 2023.  <a href="https://www.theatlantic.com/magazine/archive/2019/09/this-land-was-our-land/594742/">https://www.theatlantic.com/magazine/archive/2019/09/this-land-was-our-land/594742/</a></p> <p><b>Optional Reading:</b></p> <p>NSAC, 2019, Lending to Farmers of Color and Women: New Report Examines Trends and Barriers. In: NSAC’s Blog, August 27, 2019. Last accessed March 9, 2023.  <a href="https://sustainableagriculture.net/blog/gao-report-lending-sdfr/">https://sustainableagriculture.net/blog/gao-report-lending-sdfr/</a></p>	<p>Citizenship Project</p> <p>Pt 2: Annotated Bibliography</p> <p>Quiz 4</p>

		<p>Healy, J. (2022). 'You Can Feel the Tension': A Windfall for Minority Farmers Divides Rural America. In: NY Times, May 22, 2021. Last accessed March 9, 2023.  <a href="https://www.nytimes.com/2021/05/22/us/black-farmers.html">https://www.nytimes.com/2021/05/22/us/black-farmers.html</a></p> <p>Congressional Research Service, 2022, <i>Racial and Ethnic Equity in U.S. Agriculture</i>. November 19, 2021. Last accessed March 9, 2023.  <a href="https://crsreports.congress.gov/product/pdf/R/R46969">https://crsreports.congress.gov/product/pdf/R/R46969</a></p>	
7	Community Institutions, Sense of Place, and Civic Engagement	<p>Putnam, R.D. (2000). Bowling Alone: America's Declining Social Capital. In: Crothers, L., Lockhart, C. (eds) Culture and Politics. Palgrave Macmillan, New York.  <a href="https://doi.org/10.1007/978-1-349-62397-6_12">https://doi.org/10.1007/978-1-349-62397-6_12</a></p> <p>Van Dam, A. (2022). Places in America with the Most Chain Restaurants. In: Washington Post, October 1, 2022. Last accessed March 9, 2023.  <a href="https://www.washingtonpost.com/business/2022/09/29/chain-restaurant-capitals/">https://www.washingtonpost.com/business/2022/09/29/chain-restaurant-capitals/</a></p> <p>Weichelt, R. (2019). The Bygone Era of Marshfield's Rural Taverns. WisCONTEXT. May 22, 2019. Last accessed March 9, 2023. <a href="https://www.wiscontext.org/bygone-era-marshfields-rural-taverns">https://www.wiscontext.org/bygone-era-marshfields-rural-taverns</a></p> <p>Oldenburg, R. (1996). <i>Our Vanishing "Third Places"</i>. Planning Commissioners Journal 25 WINTER 96-97: 6-10. Last accessed March 9, 2023. <a href="https://plannersweb.com/wp-content/uploads/1997/01/184.pdf">https://plannersweb.com/wp-content/uploads/1997/01/184.pdf</a></p>	Quiz 5
8	Civic Engagement and Training Citizens	<p>Cao Chapter 7 – Learning Environmental Citizenship</p> <p>Morton-Wright, L. (2011). <i>Chapter 2 Citizen Involvement</i>. In <i>Pathways for Getting Better Water Quality: The Citizen Effect</i>. Edited by L. Morton-Wright, and S. S. Brown, 273 p. Springer.</p> <p>Lekies, K.S. (2009). <i>Youth Engagement in the Community</i>. Les ateliers de l'éthique/The Ethics Forum 4(1):156-164.</p>	Quiz 6
9	Participation and Engagement:  Rural Cooperatives as Community Building and	<p>Martin, L. and Chiodo, J. (2007). Good citizenship: What students in rural schools have to say about it. <i>Theory &amp; Research in Social Education</i>, 35(1): 112-134.  DOI: <a href="https://doi.org/10.1080/00933104.2007.10473328">10.1080/00933104.2007.10473328</a></p> <p>CFAES Center for Cooperatives, <i>Appalachia Cooperatives Initiative</i>. Last accessed March 9, 2023.  <a href="https://cooperatives.cfaes.ohio-state.edu/">https://cooperatives.cfaes.ohio-state.edu/</a></p>	<p>Citizenship Project</p> <p>Pt 3: Outline</p> <p>Quiz 7</p>

	<p>Citizenship Engagement</p> <p>Promoting Citizenship Ideals among Youth</p>	<p>Arnstein, S. R., 1969. A ladder of citizen participation. <i>Journal of American Institute of Planners</i>, 35(4), 216–224.  <a href="https://doi.org/10.1080/01944366908977225">https://doi.org/10.1080/01944366908977225</a>.</p> <p><b>Optional Reading:</b></p> <p>Matteo Antonini et al., 2015. <i>Motivating Citizens to Participate in Public Policymaking: Identification, Trust and Cost-Benefit Analyses</i>. <i>Journal of Social and Political Psychology</i> 3(2): 131-147.  <a href="https://jspp.psychopen.eu/index.php/jspp/article/view/4881">https://jspp.psychopen.eu/index.php/jspp/article/view/4881</a></p>	
		<b>SPRING BREAK</b>	
10	<p>Tools for Understanding Rural and Urban Issues</p> <p>Teaching Information Literacy</p>	<p>Cao Chapter 4 – Environmental citizenship in action</p> <p>Beaulieu, B. (2014). <i>Community Vitality and Sustainability (the other capitals)</i>. Purdue University Extension. Last accessed March 9, 2023. <a href="http://pcrd.purdue.edu/wp-content/uploads/2020/09/Community-Capitals-Framework-Writeup-Oct-2014.pdf">http://pcrd.purdue.edu/wp-content/uploads/2020/09/Community-Capitals-Framework-Writeup-Oct-2014.pdf</a></p> <p>Leopold, A. (1949). <i>The Land Ethic</i>. In: A Sand County Almanac.</p> <p>OSU Libraries (guest speaker) <i>Intersection of Information Literacy and Citizenship</i>. Last accessed March 9, 2023. <a href="https://go.osu.edu/CUq4">https://go.osu.edu/CUq4</a></p> <p><b>Optional topics/readings:</b></p> <p>DeLind, L. (2002). Place, Work, and Civic Agriculture: Common fields for cultivation. <i>Agriculture and Human Values</i> 19, 217–224. <a href="https://doi.org/10.1023/A:1019994728252">https://doi.org/10.1023/A:1019994728252</a></p> <p>Weber, E.P., (2005). <i>Chapters 1 and 2: Grass Roots Ecological Management</i>. In: Bringing Society Back. 334 p. The MIT Press.</p> <p>Brondizio, E.S., Ostrom, E. and Young, O. (2009). <i>Connectivity and the Governance of Multilevel Social-Ecological Systems: The Role of Social Capital</i>. <i>Annual Review of Environment and Resources</i> 2009 34:1, 253-278.</p> <p>Jackson-Smith, D. and Buttel, F. (2003). <i>Social and Ecological Dimensions of the Alternative-Conventional Agricultural Paradigm Scale</i>. <i>Rural Sociology</i> 68(4): 513-530.</p>	EXAM 2
Part 3 – Global Citizenship and Environmental Issues Across the Rural – Urban Divide			

11	<p>Rural-Urban</p> <p>Potential Topics 1:</p> <p>Farm, Labor, Immigration, Whiteness</p> <p>Citizenship and Disaster Relief</p> <p>Tourism</p>	<p>Martinez, G. A. (2007). <i>Immigration and the meaning of United States citizenship: Whiteness and assimilation</i>. Washburn Law Journal 46. 335-344.  <a href="https://heinonline.org/HOL/P?h=hein.journals/wasbur46&amp;i=341">https://heinonline.org/HOL/P?h=hein.journals/wasbur46&amp;i=341</a>.</p> <p>Gonzalez, E. (2019). <i>Migrant Farm Workers: Our Nation's Invisible Workers</i>. Retrieved from  <a href="https://copdei.extension.org/migrant-farm-workers-our-nations-invisible-population">https://copdei.extension.org/migrant-farm-workers-our-nations-invisible-population</a> Last accessed March 9, 2023.</p> <p>Petryna, A. (2004). <i>Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations</i>, Chapter 15 in <u>The Anthropology of Citizenship: A Reader</u>.</p>	Quiz 8
12	<p>Rural-Urban</p> <p>Potential Topics 2:</p> <p>Energy Development</p> <p>Land Ownership as Citizenship</p> <p>Animal Agriculture</p> <p>Community and Conflict</p>	<p>Wittman, H. (2009). <i>Reframing Agrarian Citizenship: Land, Life and Power in Brazil</i>. Chapter 16 in <u>The Anthropology of Citizenship: A Reader</u>, Ed. by S. Lazar, 2013, 336 p., Wiley-Blackwell.</p> <p>Mayda, C. (2001). <i>Community Culture and the Evolution of Hog Production: Easter and Western Oklahoma</i>. Chapter 4 in <u>Interactions Between Agroecosystems and Rural Communities</u>. Ed. by C. Flora, 2001, 296 p., CRC Press.</p> <p>Maher, K. (2022). <i>Wind Project Sparks Battle in Rural Ohio</i>. In Wall Street Journal, September 25.  <a href="https://www.wsj.com/articles/wind-project-sparks-battle-in-rural-ohio-11664055269">https://www.wsj.com/articles/wind-project-sparks-battle-in-rural-ohio-11664055269</a> Last accessed March 13, 2023.</p> <p>Nir, S. (2020). <i>He Operated a Solar Farm. His Neighbors Hated it</i>. In New York Times, March 18.  <a href="https://www.nytimes.com/2020/03/18/nyregion/solar-energy-farms-ny.html">https://www.nytimes.com/2020/03/18/nyregion/solar-energy-farms-ny.html</a> Last accessed March 13, 2023.</p> <p><b>Optional Reading:</b></p> <p>Green et al. (2011). <i>From Past to the Present – Agricultural Development and Black Farmers in the American South</i>. Chapter 3 in <i>Cultivating Food Justice: Race, Class, and Sustainability</i>, by A.H. Alkorn and J. Agyeman, MIT Press.</p> <p>Minkoff-Zern et al. (2011). <i>Race and Regulation – Asian Immigrants in California Agriculture</i>. Chapter 4 in <i>Cultivating Food Justice: Race, Class, and Sustainability</i>, by A.H. Alkorn and J. Agyeman, MIT Press.</p>	Quiz 9
13	Citizen Engagement in	Chowdhury, I. (2020). Bridging the Rural-Urban Divide in Social Innovation Transfer: The role of values. <i>Agriculture and Human Values</i> 37: 1261-1279.	Citizenship Project



	Local to Global Issues In-class Group Work ( <i>instead of Quiz 10</i> )	Parker, Jason & Moore, Richard & Mark, Weaver. (2009). Developing Participatory Models of Watershed Management in the Sugar Creek Watershed (Ohio, USA). Water Alternatives. 2.	Pt 4: Complete Project
14	Citizen Engagement in Local to Global Issues In-class Group Work (instead of Quiz 11)	Cao Chapter 5 – Governing environmental citizenship Cao Chapter 6 – Environmental citizenship incorporated	Quiz 10
15	Wrap Up and Prepare for Final Exam	Final Exam	Final Exam

# SYLLABUS

## ENR 2400 - ONLINE

### Citizenship Across the Rural-Urban Divide

GE: Citizenship for a Just and Diverse World  
3 Credit Hours

Spring 2024

#### Instructor

Jason Parker, Ph.D.

Email address: [parker.294@osu.edu](mailto:parker.294@osu.edu) (preferred contact method)

Phone number: 419-755-4002

Office hours: Mondays and Wednesdays (time TBD), or by appointment

Office location: 469 Kottman

**Class Meeting Times:** This is an online and asynchronous course delivered on Carmen, OSU's learning management system.

**Prerequisite:** None

#### Course Description

Catalog description: Foundational concepts of citizenship in historical, current, and social science contexts; definitions, benefits, and responsibilities of citizenship. Citizenship and community participation in rural, urban, or suburban locations, differing perspectives, community institutions and civic engagement. Impacts of agricultural and environmental issues locally, nationally, and globally.

We are increasingly living in a world where viewpoints on critical agricultural and environmental issues are shaped and divided by the identities and interests of the people engaged in them as practitioners, regulators, researchers, and advocates. This course presents citizenship as both a social institution and a personal status connecting people and society, and shaping the development and maintenance of other community institutions and types of civic engagement. It engages students in examining the relationships among people and how those relationships are shaped by the types of communities they live in, rural / suburban / urban. This community continuum influences ideas about environmental

issues and how perceptions of rights and responsibilities affect citizen action. We further explore how these aspects of society vary in sense of belonging and inclusiveness in everyday life across rural and urban groups.

Students are challenged to identify and appreciate the ways in which these different experiences influence perceptions and solutions for the local and global agricultural and environmental issues our societies face. Using lenses of agriculture and environment in rural and urban contexts, students will explore how ideas of citizenship develop and change, identify how concepts for citizenship frame agricultural and environmental issues, and recognize the affects these have on approaches individuals and communities take to address problems. Students will begin to understand the interconnections of environmental perspectives and outcomes with experiences of citizenship, views on issues, and any actions taken.

The course consists of 3 major sections: 1) describing the history and development of citizenship and the citizen concept and understanding how these shape differential access to rights and responsibilities among people; 2) understanding community institutions and exploring how they shape civic engagement and learning other social science concepts for understanding agricultural and environmental issues; 3) applying course concepts to specific agricultural and environmental issues.

Throughout the semester, students will engage in discussion, readings, case studies, and media presentations. We will examine issues nationally and globally as well as in Ohio.

Students will be positioned to successfully navigate rural/urban and agricultural/environmental issues by building connections between students from various backgrounds and perspectives by emphasizing the importance of seeing multiple sides of local and global issues. Students will begin to learn this skill through exposure to multiple perspectives and structured activities.

## Course Goals & Outcomes:

Goals - By the end of this course, students will:

- Understand past and current ways citizenship is structured and how these relate to contemporary issues (*Citizenship Theme ELO 1.1*)
- Understand how citizenship institutions and power vary across the rural – urban continuum and shape community formation, identity, social status, and experiences of people (*Citizenship Theme ELO 1.1, 2.2*)
- Explore the diverse ways that citizenship is produced at local, national, and international scales (*Citizenship Theme ELO 2.1, 2.2*)

Outcomes – As a result, after successfully completing this course, students will be able to:

- Explain the concepts and principles of global citizenship (*Citizenship Theme ELO 1.1*)
- Identify ways in which citizenship is *inclusive of* or *excludes* people based on social class, gender, age, race and ethnicity (*Citizenship Theme ELO 2.1*)

- Apply ideas and concepts about citizenship to understanding contemporary rural and urban framings of civic engagement and the formation of community institutions (*Citizenship Theme ELO 1.2*)
- Evaluate how citizenship identities and community institutions can facilitate or be a barrier to problem solving and participation in critical agricultural, natural resource, and environmental issues (*Citizenship Theme ELO 2.2*)
- Analyze methods that strengthen global citizenship and how community institutions can be used to mediate agricultural, natural resource, and environmental conflicts (*Citizenship Theme ELO 1.2*)
- Analyze your own civic engagement and perspectives on global agricultural, environment and natural resources issues in relation to other local and global perspectives (*Citizenship Theme ELO 1.2*)

## General Education Category:

This course fulfills the requirement for the General Education category “Citizenship for a Just and Diverse World.” The General Education program has several general goals and associated expected learning outcomes (ELOs). These goals and ELOs are listed next.

### GE Themes: General

**GOAL 1:** Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.

**Expected Learning Outcome 1.1:** Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

**Expected Learning Outcome 1.2:** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

**GOAL 2:** Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.

**Expected Learning Outcome 2.1:** Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

**Expected Learning Outcome 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.

### GE Themes: Citizenship for a Just and Diverse World

**GOAL 1:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**Expected Learning Outcome 1.1:** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

**Expected Learning Outcome 1.2:** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

**GOAL 2:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

**Expected Learning Outcome 2.1:** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

**Expected Learning Outcome 2.2:** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

## **How this Course Meets Citizenship for a Just and Diverse World ELOs:**

Students will engage in theoretical and applied explorations and analysis of citizenship, issues in citizenship, and citizen actions spanning local to global scales. Students will learn historical and contemporary contexts for citizenship, issues of equity and inclusiveness, and how diversity (or the lack thereof) shapes ideas of benefits and obligations of people in society. Students will learn and apply principles, theories, and modes of inquiry used generally across the social sciences to effectively engage the topics. Students will examine contemporary agricultural and environmental issues and processes of public engagement as citizens while examining current and past exclusions and injustices. Students will explore and analyze the relationships between rural and urban experiences of these issues across national and global contexts, and how those identities mobilize common goals, create barriers and polarized attitudes, and difference is used to divide communities. Students will discover the commonalities shared by citizens that often extend beyond discrete issues, while appreciating the implications of social divisions and problems of the contemporary world, and explore processes to overcome division.

# **COURSE MATERIALS AND TECHNOLOGIES**

## **Class Readings**

We will be using the book, *Environment and Citizenship*, 1<sup>st</sup> edition, by Benito Cao, available in print and electronically through the OSU Libraries. Additional readings, videos, and other materials will be posted on Carmen. Students are required to read or view the materials prior to each week's topic.

# HOW THIS COURSE WORKS

## Method of Instruction:

This is a completely online and asynchronous course that will be delivered using Carmen, The Ohio State University's learning management system. All course content, including lecture presentations and videos, will be delivered using Carmen (<https://carmen.osu.edu/>). Carmen will also be used to complete exams and discussions, and submit your final project.

**Attendance & Participation Requirements:** This course is self-paced; however, all discussions and exams must be completed by the due date shown on the syllabus. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

**Credit hours and work expectations:** This is a **3-credit-hour online course**. According to [Ohio State policy](#) Students should expect to spend 3 hours per week on direct instruction (viewing Carmen modules) and 6 hours per week on additional work (e.g., readings, assignments, studying, reviewing) to earn the average grade of "C" in this course.

## COURSE TECHNOLOGY

For help with your password, university email, 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>, 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](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline Technical Skills for Online Courses

- Basic computer and web-browsing skills
- Basic skills with Microsoft Word, Excel and PowerPoint
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## Required Software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## Carmen Access

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

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

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

## HOW YOUR GRADE IS CALCULATED

ASSIGNMENT CATEGORY	POINTS
Citizenship Project	240 points total
1. Topics & Potential Sources	50 pts
2. Annotated bibliography	50 pts
3. Outline	50 pts
4. Completed project (poster, infographic, PowerPoint, or other presentation)	90 pts
Bi-Weekly Writing Responses (40 pts each)	280 points
Bi-Weekly Reading and Lecture Review Exams (40 pts each)	280 points
Final Exam	200 points
<b>Total</b>	<b>1000 points</b>

## DESCRIPTIONS OF COURSE ASSIGNMENTS

- A. Citizenship Project (240 points):** Students will work throughout the semester to complete a project exploring citizenship in agriculture, natural resources, and environmental issues. The project will be broken into **four assignments: (1) topic and potential sources, (2) annotated bibliography, (3) outline, and (4) the completed project (poster, infographic, or PowerPoint or other presentation)** each of which will be submitted on Carmen. The first three components will be

unique and worth 50 points of a student's Final Grade, the fourth component will be 90 points. Readings, journal articles, data sets, documentaries required to complete the project will be free through Ohio State Libraries. Students may draw on a variety of sources for their projects, however, a student must complete the work on their own without help from peers. Detailed guidelines for each potential projects, such as poster, infographic, etc., and a rubric for each component will be provided in Carmen.

- **Academic Integrity and Collaboration:** Your written poster assignments should be your own original work. Formatting should follow what is provided in Carmen and the [Scientific Posters: A Learner's Guide](#). You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. Plagiarism is a violation of the Code of Student Conduct; any plagiarized work will be reported to the Committee on Academic Misconduct per university policy.

**B. Bi-Weekly Writing Responses (280 total points, 40 points per response):** Students will complete **7 bi-weekly writing responses** to writing prompts on topics covered over a two-week period. Each response should be 200-300 words and submitted through Carmen Discussions. *Writing Responses will be submitted online using Carmen Discussions. Each writing response will be open on Carmen for one week (the second week of the bi-weekly period) and will be due by 11:59 pm on the date indicated.*

Writing Response questions are designed to enhance your understanding of key concepts by having you reflect on and connect with various topics presented in the lectures and readings. If you can write about it, you can demonstrate that you understand it. Keep in mind that the word length is a "rough" guideline – it is the quality and thoughtfulness of your discussion that really count.

- **Academic Integrity and Collaboration:** All **writing responses** are open book. You may use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the discussions yourself, without any external help or communication. You may not use a group message App during the discussions.

**C. Bi-Weekly Reading and Lecture Review Exams (280 total points, 40 points per exam):** Students will take a total of **seven (7) bi-weekly exams** throughout the semester. The exam questions will be based on assigned readings and videos. *Exams will be taken online using Carmen.* Typically, each bi-weekly exam will include 20 questions.

- Question types may include but are not limited to multiple-choice, True/False, Fill-In-The-Blank, and/or Ordering. Exam questions will come from material presented in the lecture videos and assigned readings.
- All exams will be taken online using Carmen. Exams will be open for a week and will be held every two weeks. You will be given slightly more than 90 seconds per question on all exams, or 14 minutes in total.
- You will have *two attempts* to earn your grade for each bi-weekly exam.



- **Academic Integrity and Collaboration:** All **exams** are open book. You may use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the all exams yourself, without any external help or communication. You may not use a group message App during the exams. You may not share questions and answers.

**D. Final Exam (200 points).** The final exam will be worth 20 percent and is comprehensive, meaning that it covers material from all 14 weeks of ENR 2400.

- Question types may include but are not limited to multiple-choice, True/False, Fill-In-The-Blank, and/or Ordering. Exam questions will come from material presented in the lecture videos and assigned readings throughout the semester.
- You will be given slightly more than 90 seconds per question on all exams – in this case, 35 minutes.
- You will have one attempt to earn your grade on the final exam.

If you fail to complete the exam on Carmen before it closes you will earn a grade based on the questions you answered. With that in mind, please be mindful of when you select your exam time.

***The final will be administered during final exam week during a 48-hour window from 12:00AM [DAY, DATE] to 11:59PM [DAY, DATE].***

- **Academic Integrity and Collaboration:** The **final exam** is open book. You may use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the exam yourself, without any external help or communication. You may not use a group message App during the exam. You may not share questions and answers.

## LATE POLICY

*Please do not wait until the last minute to complete your work. Remember that this course is designed to give students flexibility to complete the bi-weekly writing responses and exams on time, so please use that to your advantage.* If you are concerned about falling behind in your work, please contact me ASAP so we can make a plan to help you.

*If you miss a deadline for any other reason than mentioned in the syllabus, then you will receive 20% fewer points once the deadline passes and an additional 20% each calendar day for that part of your work that is late.* Extenuating circumstances sometimes occur. Students who miss an assessment due to a legitimate reason (e.g., medical emergency, hospital visit, extended illness, natural disaster) should contact their instructor at [parker.294@osu.edu](mailto:parker.294@osu.edu) to request permission to make-up an assignment. The instructor will determine if an excuse is acceptable. If approved, the student will not be penalized -20% per day. If approved, the student must make up the missed assessment within a time frame specified by the instructor. Since this course has flexible due dates with assignments open for a period of days to

weeks on [Carmen](#), acceptable excuses typically entail lengthy illness, extended hospitalization or other serious issues with official documentation.

The due date for each assignment is provided on Carmen on the very first day of the semester to help students plan their semester. It is the responsibility of the student to know the due date for all assignments. We do this to accommodate students' busy schedules. Students are expected to plan their semester accordingly. Technical glitches such as a bad internet connection, faulty internet browser, a computer that “crashes”, a battery that runs out of power, an obnoxious roommate, software malfunction, a flat tire, etc. are not acceptable excuses for missing a deadline. The instructor does not accept assignments by e-mail, and these will be deleted and not graded. Assignments should always be completed and/or submitted using [Carmen](#).

## GRADING SCALE

Letter Grade	%	Mastery
A	93.00–100.0	Demonstrates complete mastery of all learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
A-	90.00–92.9	
B+	87.00–89.9	Demonstrates mastery of at least two learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
B	83.00–86.9	
B-	80.00–82.9	
C+	77.00–79.9	Demonstrates mastery of at least one learning outcome as demonstrated on assessments; participates in some aspects of the course in a positive and timely manner. A minimum grade of “C-” will be earned by a student making a good faith effort on all aspects of the course and demonstrated engagement.
C	73.00–76.9	
C-	70.00–72.9	
D+	67.00–69.9	Fails to meet mastery of any learning outcome such that student will not be successful in higher-level course; did not complete assessments; demonstrated lack of engagement, did not participate in course, did not complete assessment in a timely fashion.
D	60.00–66.9	
E	00.00–59.9	

## Instructor feedback and response time

- **Grading and feedback:** Exams will be graded immediately, and students will know their grade immediately after they submit an exam. For written assignments, these will be graded by hand, and you can expect a grade and feedback within **7-10 days**.

- **Email:** Instructors check and reply to emails daily. Please email [parker.294@osu.edu](mailto:parker.294@osu.edu) as this is the email dedicated to the course. Please use your OSU email account to send emails to this account.

## Fair Assessment Practices

We understand that grades are important to our students, and we strive to have clearly stated learning outcomes. We work hard to ensure that student grades are calculated in a fair and accurate manner. Things that we do to ensure that the assessments we administer are fair and accurate:

1. We use grading rubrics to score all poster assignments. These rubrics provide clear grading expectations for varying levels of mastery. Students are able to see a grading rubric before they start working on an assignment so that performance expectations are clearly understood.
2. We evaluate the outcomes of assignments by checking all questions and all answers after an assignment closes to check for mistakes. Typically, we want to see that each question was answered correctly approximately 80% of the time. This 80% threshold indicates that a question was a fair assessment of the course material. If this threshold is not met, we do not count the question or we provide students with another opportunity to answer a new question.
3. We use different kinds of assessments, and each assessment type is weighted equally. We use written poster assignments, quizzes and exams to calculate a student's grade, and each is worth the same value for a student's Final Grade for the course. This has the impact of increasing a student's course grade by not weighing one assignment more than another.
4. We encourage students to do well on assessments by making all assignments, quizzes and exams open-book and allowing students to complete all assignments from anywhere.
5. We encourage students to do well on assessments by providing students an extended period of time (e.g., 7 days) to complete assignments.
6. We accept late assignments with a small penalty of -10% deduction per day late. This ensures that a student would not receive an automatic grade of 0% for missing an assignment.
7. We provide clearly stated learning outcomes for our modules that are aligned to course content and assessments so that students better understand why they are completing an activity.

If you have questions about these practices or how your grade is calculated throughout the semester, please contact your instructor at [lekies.1@osu.edu](mailto:lekies.1@osu.edu) or [parker.294@osu.edu](mailto:parker.294@osu.edu).

## OTHER COURSE POLICIES

### Academic Integrity Policy

- **Writing responses and exams:** All writing responses and exams are open book. You may use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the discussions and all exams yourself, without any external help or communication. You may not use a group message App during the discussions or exams. You may not share questions and answers.
- **Citizenship Project assignment:** The citizenship project assignment is open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. Your written assignments must be your own original work. You can ask a trusted person to proofread/review your assignments before you turn them in, but this person should not revise or rewrite your work. The course instructor uses Turn-It-In software to check for plagiarism in all written assignments. Plagiarism is a violation of the Code of Student Conduct; any plagiarized work will be reported to the Committee on Academic Misconduct per university policy.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your instructor [parker.294@osu.edu](mailto:parker.294@osu.edu).

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

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

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

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

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

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

## Diversity

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

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

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

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

## Your Mental Health

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

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, [wirt.9@osu.edu](mailto:wirt.9@osu.edu), is the CFAES embedded mental health counselor on the Columbus campus. To

contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

## Land Acknowledgment Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands 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. We honor the resiliency of these tribal nations and recognize the historical context that has and continues to affect the Indigenous peoples of this land.

## Religious Accommodations

- Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

# ACCESSIBILITY ACCOMMODATION FOR STUDENTS WITH DISABILITIES

## REQUESTING ACCOMMODATIONS

- 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### Disability Services Contact Information

Phone: [614-292-3307](tel:614-292-3307)

Website: [slds.osu.edu](http://slds.osu.edu)

Email: [slds@osu.edu](mailto:slds@osu.edu)

In person: [Baker Hall 098, 113 W. 12th Avenue](#)

### Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

[CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

Streaming audio and video

[CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))



# LECTURE SCHEDULE

Wk	Topic	Reading	Homework
Part 1 – Citizenship, Identity, and Differential Access to Rights and Benefits			
1	Syllabus Introduction to Communities and Citizenship	Syllabus Parker K. et al. (2018). What Unites and Divides Urban, Suburban, and Rural Communities. Pew Research Center. Last accessed March 9, 2023. <a href="http://www.pewsocialtrends.org/2018/05/22/what-unites-and-divides-urban-suburban-and-rural-communities">http://www.pewsocialtrends.org/2018/05/22/what-unites-and-divides-urban-suburban-and-rural-communities</a> .	
2	Defining the Citizen/ Framing Benefits and Responsibilities of Citizens	Cao Chapter 1 – Environment and citizenship Cao Chapter 2 – Introducing citizenship theories	Discussion #1 due no later than 11:59PM, Sunday [DATE]
			Exam #1 due no later than 11:59PM, Sunday [DATE]
3	Theorizing Citizenship	<i>Cao Chapter 3 – Theorizing environmental citizenship</i> Marshall, T. H., & Bottomore, T. (1992). <i>Citizenship and Social Class</i> . Pluto Press. <a href="https://doi.org/10.2307/j.ctt18mvns1">https://doi.org/10.2307/j.ctt18mvns1</a>  <b>Optional Reading:</b> Stevenson, C., Hopkins, N., Luyt, R., Dixon, J. (2015). The Social Psychology of Citizenship: Engagement With Citizenship Studies and Future Research. <i>Journal of Social and Political Psychology</i> . 3. 192-210. 10.5964/jspp.v3i2.581.	Citizenship Project Pt 1: Topic

4	<p>Landed Gentry and Urban Elites</p> <p>The Expansion of Rights – Enslaved People, Second Class Citizens</p>	<p><i>Chapter 8 Jefferson, Morrill, and the Upper Crust</i> in Berry, W. (2015). <i>Unsettling of America: Culture &amp; Agriculture</i>. First Counterpoint Edition. Berkeley, California, Counterpoint Press.</p> <p>Frederick Douglass, 1852, <i>What to the Slave is the Fourth of July?</i></p> <p>In: Foner, P.S. (1950). <i>The Life and Writings of Frederick Douglass</i>, Volume II Pre-Civil War Decade 1850-1860. International Publishers Co., Inc., New York.</p> <p>Susan Ware, 2020, <i>Leaving All to Younger Hands: Why the history of the women’s suffragist movement matters</i>. Last accessed March 9, 2023.  <a href="https://www.brookings.edu/essay/leaving-all-to-younger-hands-why-the-history-of-the-womens-suffrage-movement-matters/">https://www.brookings.edu/essay/leaving-all-to-younger-hands-why-the-history-of-the-womens-suffrage-movement-matters/</a></p> <p><b>Optional Reading:</b></p> <p>WEB Du Bois. Last accessed March 9, 2023.  <a href="https://www.blackpast.org/global-african-history/primary-documents-global-african-history/1947-w-e-b-dubois-appeal-world-statement-denial-human-rights-minorities-case-citizens-n/">https://www.blackpast.org/global-african-history/primary-documents-global-african-history/1947-w-e-b-dubois-appeal-world-statement-denial-human-rights-minorities-case-citizens-n/</a></p>	<p>Discussion #2 due no later than 11:59PM, Sunday [DATE]</p> <p>Exam #2 due no later than 11:59PM, Sunday [DATE]</p>
5		<p>Cramer, K. (2020). <i>What Rural Voters Want</i>. In: The Progressive Magazine, August 13, 2020. Last accessed March</p>	
	<p>Rural &amp; Urban Identity Continuum</p>	<p>9, 2023. <a href="https://progressive.org/magazine/what-rural-voters-want-cramer/">https://progressive.org/magazine/what-rural-voters-want-cramer/</a></p> <p>Inwood, S. M., &amp; Clark, J. K. (2013). <i>Farm Adaptation at the Rural-Urban Interface</i>. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 4(1), 61–78.  <a href="https://doi.org/10.5304/jafscd.2013.041.007">https://doi.org/10.5304/jafscd.2013.041.007</a></p> <p>Love, H. &amp; Loh, T. (2020). <i>The ‘rural-urban divide’ furthers myths about race and poverty-concealing effective policy solutions</i>. Brookings Institution. Last accessed March 9, 2023.  <a href="https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-furthers-myths-about-race-and-poverty-concealing-effective-policy-solutions/">https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-furthers-myths-about-race-and-poverty-concealing-effective-policy-solutions/</a></p>	
Part 2 – Community Institutions and Civic Engagement			

6	Social Justice and Equity	<p>Kelly-Reif, K. &amp; Wing, S. (2016). Rural-Urban Exploitation: An underappreciated dimension of environmental justice. <i>Journal of Rural Studies</i> 47:A, 350-358.</p> <p>Newkirk, V. R. (2019). <i>This Land Was Our Land: How nearly 1 million black farmers were robbed of their livelihood</i>. In: The Atlantic Sept 2019. Last accessed March 9, 2023. <a href="https://www.theatlantic.com/magazine/archive/2019/09/this-land-was-our-land/594742/">https://www.theatlantic.com/magazine/archive/2019/09/this-land-was-our-land/594742/</a></p> <p><b>Optional Reading:</b></p> <p>NSAC, 2019, Lending to Farmers of Color and Women: New Report Examines Trends and Barriers. In: NSAC's Blog, August 27, 2019. Last accessed March 9, 2023. <a href="https://sustainableagriculture.net/blog/gao-report-lending-sdfr/">https://sustainableagriculture.net/blog/gao-report-lending-sdfr/</a></p> <p>Healy, J. (2022). 'You Can Feel the Tension': A Windfall for Minority Farmers Divides Rural America. In: NY Times, May 22, 2021. Last accessed March 9, 2023. <a href="https://www.nytimes.com/2021/05/22/us/black-farmers.html">https://www.nytimes.com/2021/05/22/us/black-farmers.html</a></p> <p>Congressional Research Service, 2022, <i>Racial and Ethnic Equity in U.S. Agriculture</i>. November 19, 2021. Last accessed March 9, 2023. <a href="https://crsreports.congress.gov/product/pdf/R/R46969">https://crsreports.congress.gov/product/pdf/R/R46969</a></p>	<p>Discussion #3 due no later than 11:59PM, Sunday [DATE]</p> <p>Exam #3 due no later than 11:59PM, Sunday [DATE]</p>
7	Community Institutions, Sense of Place, and Civic Engagement	<p>Putnam, R.D. (2000). <i>Bowling Alone: America's Declining Social Capital</i>. In: Crothers, L., Lockhart, C. (eds) <i>Culture and Politics</i>. Palgrave Macmillan, New York. <a href="https://doi.org/10.1007/978-1-349-62397-6_12">https://doi.org/10.1007/978-1-349-62397-6_12</a></p> <p>Van Dam, A. (2022). Places in America with the Most Chain Restaurants. In: Washington Post, October 1, 2022. Last accessed March 9, 2023. <a href="https://www.washingtonpost.com/business/2022/09/29/chain-in-restaurant-capitals/">https://www.washingtonpost.com/business/2022/09/29/chain-in-restaurant-capitals/</a></p> <p>Weichelt, R. (2019). The Bygone Era of Marshfield's Rural Taverns. WisCONTEXT. May 22, 2019. Last accessed March 9, 2023. <a href="https://www.wiscontext.org/bygone-era-marshfields-rural-taverns">https://www.wiscontext.org/bygone-era-marshfields-rural-taverns</a></p> <p>Oldenburg, R. (1996). <i>Our Vanishing "Third Places"</i>. <i>Planning Commissioners Journal</i> 25 WINTER 96-97: 6-10. Last accessed March 9, 2023. <a href="https://plannersweb.com/wp-content/uploads/1997/01/184.pdf">https://plannersweb.com/wp-content/uploads/1997/01/184.pdf</a></p>	<p>Citizenship Project</p> <p>Pt 2: Annotated Bibliography</p>
8	Civic Engagement and Training Citizens	<p>Cao Chapter 7 – Learning Environmental Citizenship</p> <p>Morton-Wright, L. (2011). <i>Chapter 2 Citizen Involvement</i>. In <i>Pathways for Getting Better Water Quality: The Citizen Effect</i>. Edited by L. Morton-Wright, and S. S. Brown, 273 p. Springer.</p>	<p>Discussion #4 due no later than 11:59PM, Sunday [DATE]</p> <p>Exam #4</p>

		Lekies, K.S. (2009). <i>Youth Engagement in the Community</i> . Les ateliers de l'éthique/The Ethics Forum 4(1):156-164.	due no later than 11:59PM, Sunday [DATE]
9	<p>Participation and Engagement:</p> <p>Rural Cooperatives as Community Building and Citizenship Engagement</p> <p>Promoting Citizenship Ideals among Youth</p>	<p>Martin, L. and Chiodo, J. (2007). Good citizenship: What students in rural schools have to say about it. <i>Theory &amp; Research in Social Education</i>, 35(1): 112-134. DOI: <a href="https://doi.org/10.1080/00933104.2007.10473328">10.1080/00933104.2007.10473328</a></p> <p>CFAES Center for Cooperatives, <i>Appalachia Cooperatives Initiative</i>. Last accessed March 9, 2023. <a href="https://cooperatives.cfaes.ohio-state.edu/">https://cooperatives.cfaes.ohio-state.edu/</a></p> <p>Arnstein, S. R., 1969. A ladder of citizen participation. <i>Journal of American Institute of Planners</i>, 35(4), 216–224. <a href="https://doi.org/10.1080/01944366908977225">https://doi.org/10.1080/01944366908977225</a>.</p> <p><b>Optional Reading:</b></p> <p>Matteo Antonini et al., 2015. <i>Motivating Citizens to Participate in Public Policymaking: Identification, Trust and Cost-Benefit Analyses</i>. <i>Journal of Social and Political Psychology</i> 3(2): 131-147. <a href="https://jspp.psychopen.eu/index.php/jspp/article/view/4881">https://jspp.psychopen.eu/index.php/jspp/article/view/4881</a></p>	<p>Citizenship Project</p> <p>Pt 3: Outline</p>
		SPRING BREAK	
10	<p>Tools for Understanding Rural and Urban Issues</p> <p>Teaching Information Literacy</p>	<p>Cao Chapter 4 – Environmental citizenship in action</p> <p>Beaulieu, B. (2014). <i>Community Vitality and Sustainability (the other capitals)</i>. Purdue University Extension. Last accessed March 9, 2023. <a href="http://pcrd.purdue.edu/wp-content/uploads/2020/09/Community-Capitals-Framework-Writeup-Oct-2014.pdf">http://pcrd.purdue.edu/wp-content/uploads/2020/09/Community-Capitals-Framework-Writeup-Oct-2014.pdf</a></p> <p>Leopold, A. (1949). <i>The Land Ethic</i>. In: A Sand County Almanac.</p> <p>OSU Libraries (guest speaker) <i>Intersection of Information Literacy and Citizenship</i>. Last accessed March 9, 2023. <a href="https://go.osu.edu/CUq4">https://go.osu.edu/CUq4</a></p> <p><b>Optional topics/readings:</b></p> <p>DeLind, L. (2002). Place, Work, and Civic Agriculture: Common fields for cultivation. <i>Agriculture and Human Values</i> 19, 217–224. <a href="https://doi.org/10.1023/A:1019994728252">https://doi.org/10.1023/A:1019994728252</a></p>	<p>Discussion #5 due no later than 11:59PM, Sunday [DATE]</p> <p>Exam #5 due no later than 11:59PM, Sunday [DATE]</p>

		<p>Weber, E.P., (2005). <i>Chapters 1 and 2: Grass Roots Ecological Management</i>. In: Bringing Society Back. 334 p. The MIT Press.</p> <p>Brondizio, E.S., Ostrom, E. and Young, O. (2009). <i>Connectivity and the Governance of Multilevel Social-Ecological Systems: The Role of Social Capital</i>. Annual Review of Environment and Resources 2009 34:1, 253-278.</p> <p>Jackson-Smith, D. and Buttel, F. (2003). <i>Social and Ecological Dimensions of the Alternative-Conventional Agricultural Paradigm Scale</i>. Rural Sociology 68(4): 513-530.</p>	
<b>Part 3 – Global Citizenship and Environmental Issues Across the Rural – Urban Divide</b>			
11	Rural-Urban	<p>Martinez, G. A. (2007). <i>Immigration and the meaning of United States citizenship: Whiteness and assimilation</i>. Washburn Law Journal 46. 335-344.  <a href="https://heinonline.org/HOL/P?h=hein.journals/wasbur46&amp;i=341">https://heinonline.org/HOL/P?h=hein.journals/wasbur46&amp;i=341</a>.</p> <p>Gonzalez, E. (2019). <i>Migrant Farm Workers: Our Nation's Invisible Workers</i>. Retrieved from  <a href="https://copdei.extension.org/migrant-farm-workers-our-nations-invisible-population">https://copdei.extension.org/migrant-farm-workers-our-nations-invisible-population</a> Last accessed March 9, 2023.</p> <p>Petryna, A. (2004). <i>Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations</i>, Chapter 15 in <u><i>The Anthropology of Citizenship: A Reader</i></u>.</p>	
	<p>Potential Topics 1:</p> <p>Farm, Labor, Immigration, Whiteness</p> <p>Citizenship and Environmental Disaster Relief</p> <p>Tourism</p>		
12	Rural-Urban	<p>Wittman, H. (2009). <i>Reframing Agrarian Citizenship: Land, Life and Power in Brazil</i>. Chapter 16 in <u><i>The Anthropology of Citizenship: A Reader</i></u>, Ed. by S. Lazar, 2013, 336 p., Wiley-Blackwell.</p> <p>Mayda, C. (2001). <i>Community Culture and the Evolution of Hog Production: Easter and Western Oklahoma</i>. Chapter 4 in <u><i>Interactions Between Agroecosystems and Rural Communities</i></u>. Ed. by C. Flora, 2001, 296 p., CRC Press.</p> <p>Maher, K. (2022). <i>Wind Project Sparks Battle in Rural Ohio</i>. In Wall Street Journal, September 25.  <a href="https://www.wsj.com/articles/wind-project-sparks-battle-in-rural-ohio-11664055269">https://www.wsj.com/articles/wind-project-sparks-battle-in-rural-ohio-11664055269</a> Last accessed March 13, 2023.</p> <p>Nir, S. (2020). <i>He Operated a Solar Farm. His Neighbors Hated it</i>. In New York Times, March 18.  <a href="https://www.nytimes.com/2020/03/18/nyregion/solar-energy-farms-ny.html">https://www.nytimes.com/2020/03/18/nyregion/solar-energy-farms-ny.html</a> Last accessed March 13, 2023.</p> <p><b>Optional Reading:</b></p>	<p>Discussion #6 due no later than 11:59PM, Sunday [DATE]</p> <p>Exam #6 due no later than 11:59PM, Sunday [DATE]</p>
	<p>Potential Topics 2:</p> <p>Energy Development</p> <p>Land Ownership as Citizenship</p> <p>Animal Agriculture</p> <p>Community and</p>		

	Conflict	<p>Green et al. (2011). <i>From Past to the Present – Agricultural Development and Black Farmers in the American South</i>. Chapter 3 in <i>Cultivating Food Justice: Race, Class, and Sustainability</i>, by A.H. Alkorn and J. Agyeman, MIT Press.</p> <p>Minkoff-Zern et al. (2011). <i>Race and Regulation – Asian Immigrants in California Agriculture</i>. Chapter 4 in <i>Cultivating Food Justice: Race, Class, and Sustainability</i>, by A.H. Alkorn and J. Agyeman, MIT Press.</p>	
13	Citizen Engagement in Local to Global Issues	Chowdhury, I. (2020). Bridging the Rural-Urban Divide in Social Innovation Transfer: The role of values. <i>Agriculture and Human Values</i> 37: 1261-1279.	
	On-line Discussion Group Work	Parker, Jason & Moore, Richard & Mark, Weaver. (2009). Developing Participatory Models of Watershed Management in the Sugar Creek Watershed (Ohio, USA). <i>Water Alternatives</i> . 2.	<p>Citizenship Project</p> <p>Pt 4: Complete Project</p>
14	<p>Citizen Engagement in Local to Global Issues</p> <p>On-line Discussion Group Work</p>	<p>Cao Chapter 5 – Governing environmental citizenship</p> <p>Cao Chapter 6 – Environmental citizenship incorporated</p>	<p>Discussion #7 due no later than 11:59PM, Sunday [DATE]</p> <p>Exam #7 due no later than 11:59PM, Sunday [DATE]</p>
15	Wrap Up and Prepare for Final Exam	Final Exam	Final Exam

# 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 

ENR 2400
----------

## 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)

<p>This course provides students with foundational concepts of citizenship in historical and current contexts, including definitions of citizenship, benefits and responsibilities of citizenship, and how ideas of citizenship have evolved over time and continue to be discussed and debated. Further, students will examine citizenship in the context of community, and how lived experiences in rural, urban, or suburban locations can result in differing perspectives, community institutions and forms of civic engagement, and impacts of agricultural, environmental, and other issues. Although there is no prerequisite, this course is more advanced than a foundations course as students will be expected to read a number of advanced readings each week, reflect on these readings, draw connections with theory, actively participate in discussions, and create a project that examines a particular agricultural or environmental issue in depth. Further, students will engage and grapple with contemporary challenges such as water quality, alternative energy, and land use. Students will be expected to explore different perspectives, think critically about topics covered throughout the semester, recognize interconnections between individuals, communities, and the environment, and understand citizen and societal responses. Throughout the semester, students will be challenged in their thinking by examining opposing viewpoints and the process of selective information sourcing while seeking to understand the polarization of rural and urban communities.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**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)

The course will progress through three sequential sections that are designed to build a framework for understanding citizenship. First, students will work through material that provides historical contexts for development, conceptualization, and use of citizenship. This section also identifies key characteristics of citizenship, rights and duties, and how experiences of citizenship can shape a person's perception of institutions and engagement. Second, students will examine community institutions and civic engagement in different types of community settings, the ways that citizens engage with and are influenced by governmental and non-governmental organizations, social inclusion and exclusion based upon citizenship status and other characteristics, and socialization into citizenship roles. Third, students will learn frameworks they can use to apply concepts to agricultural and environmental issues at the local, national, and international levels and analyze differences in views within the class using structured group activities and discussion. Students will explore ways in which their own identities as rural, urban, or suburban residents influence how they view critical agricultural and environmental issues.

Each week, students will be complete a set of readings that cover key concepts and topics for critical analysis. Through lectures, discussions, and case studies, students will examine issues nationally and globally, including those significant to Ohio. Students will be asked to reflect on the readings, make connections with theory, and apply ideas from course to real-world scenarios. They will be asked to explore and critique divergent perspectives in addressing problems and identifying possible solutions as citizens.

Example quiz and discussion questions include: What is citizenship, how it is constructed, and how does it vary across societies? How does citizenship confer rights and benefits? How do some societies differ in their balance of rights and duties (e.g., military service, economic support, employment opportunities)? How is the exclusion of non-citizens created, and what are the implications for those excluded? Are there rites of passage into citizenship? What are the hallmarks of being a citizen? Is voting the signifier for citizenship or are there other forms of engagement? How might the expression of citizenship be different in rural and urban areas?

**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)

Agricultural and environmental issues are ubiquitous across societies, making them natural topics to engage a diversity of students, and their resolution are critical to the livelihoods and well-being of current and future generations of people, as well as to long-term ecosystem health. Students will engage in advanced and in-depth understanding of citizenship through an exploration of the many forms of citizenship. These may include identities and roles as conservationists; as organizational members; as elected officials or board members; as citizens concerned with land stewardship, environmental protection, wildlife conservancy, or groundwater protection; or community members affected by energy development. To do this, students will participate in role playing and later scenario building discussions either in class or online as part of group activities. In role-playing activities, students will be divided into groups and provided opposing perspectives and rural/urban viewpoints on specific issues for a debate. They will be assigned "sides" and asked familiarize themselves with the issue. Students will be encouraged to choose a "side" that they would not normally choose. Later, they will participate in group scenario building exercises where they will choose an agricultural/environmental issue and identify the points of contention, actors and interests, and seek to find common ground across embodied interests and perspectives.

Readings, weekly reflection quizzes, discussions, and and three exams during the course period will enable students to explore the topic of citizenship in depth. In addition, students will complete a citizenship project in which they can expand their knowledge and conduct additional reading on particular agricultural, natural resources, or environmental topic. Examples may include the development of solar farms, local approaches to agricultural runoff, impacts of the global shipping industry, citizenship perspectives on migrant farm workers, and responses to natural disasters. The project will include the development of an annotated bibliography and final poster, infographic, or Powerpoint presentation.



**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)

The course activities and assignments offer students multiple opportunities to identify, describe, and synthesize approaches and experiences related to the theme of citizenship for a just and diverse world. Students will examine a number of current agricultural and environmental issues locally, nationally, and internationally through readings, lectures, discussions, and case studies. Additionally, they will draw upon examples from their own communities and examine rural and urban perspectives on differing issues such as water quality, land use, and alternative energy. We will examine real-world examples in Ohio, in the U.S. and internationally, examine theoretical perspectives, discuss divergent viewpoints, and work to identify common solutions. We will draw from key readings and perspectives in citizenship, rural sociology, environmental social science, natural resources, geography, anthropology, community development, and agriculture.

Example quiz or discussion questions include: How is the rural-urban continuum applicable to understanding the types of community institutions and civic engagement opportunities available for local citizens to engage? Who is excluded from participation and why? Drawing upon the literature, what are some ways to engage a broader representation of the local residents addressing environmental issues?

**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)

Students will be challenged to identify and appreciate the ways in which different experiences influence perceptions and solutions for critical local, national, and global agricultural and environmental issues. Using lenses of agriculture and environment in rural and urban contexts, students will explore how ideas of citizenship develop and change, identify how concepts for citizenship frame agricultural and environmental issues, and recognize the effects these issues have on approaches individuals and communities take to address problems. Students will begin to understand the interconnections of environmental perspectives and outcomes with experiences of citizenship, views on issues, and actions that can be taken.

Throughout the semester, students will complete ten quizzes on reading assignments which ask them to reflect and think critically about key ideas and concepts related to citizenship. They will take part in in-class and online discussions in which they analyze and critique ideas and viewpoints. These discussions will include debates on current issues in which they will be asked to take "sides" and represent a particular viewpoint. They will incorporate other perspectives and identify commonalities in order to propose potential solutions. Furthermore, the students will be expected to complete a final citizenship project on a topic of interest using a scaffolding method. Throughout the semester, they will submit a proposed topic, annotated bibliography, project outline, and final project in the form of a poster, infographic or Powerpoint presentation. They will receive feedback after each step to help them reflect on their learning and identify next steps for completing their project. The course also includes three exams in which their learning and mastery of key concepts will be assessed.

## Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The first two weeks of the course will focus on understanding the civil, political, and social dimensions of citizenship as they manifest in legal, economic, and cultural practices. Specifically students will learn about historical and contemporary ways people have theorized and structured citizenship, how it confers status in a society, shapes practices that are exercised by members, and creates an awareness among members of a "citizenship conscience" that may empower people to act locally as residents and as global citizens. These social and psychological factors manifest in rights and obligations, the conditions necessary for exercising them, and beliefs in the role of citizens in participating in social events and processes, as well as confidence in the state to foster, protect, and promote these rights and obligations. This includes "citizens" having knowledge, varying beliefs in the state's ability to fulfill obligations, and acceptance that there are legitimate means for securing rights and fulfilling obligations.

Students will examine the concept of citizenship historically and its contemporary applications globally through readings and lectures, group discussions, and group activities. In order to develop an understanding of how various communities instill ideas of citizenship among their members, students will learn about various organizations and agencies whose work emphasizes developing "good citizens" and leaders of the future (Weeks 6 to 9). Students will also develop an appreciation of the social and emotional dimensions of citizenship that are required for members to identify as citizens. These will culminate in activities that will facilitate advanced and in-depth scholarly explorations of citizenship through agricultural and environmental issues and through the lenses of rural, urban, and suburban citizens.

An example of an activity is an issue-based exploration in which students are provided a general outline for exploring an agricultural or environmental issue to briefly share in class. Students will then group around shared interests in issues, but with contrasting perspectives, and explore both sides of the issues using a structured pros/cons approach moderated by the instructor and TAs. As students increase their competence in engaging contrasting perspectives, they will engage more constructively with issue conflict and share leadership with the instructor and TAs in moderating discussions.

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course will challenge students to examine historical and contemporary experiences of citizenship spanning local to global contexts, and to reflect on their experiences of citizenship as important processes shaping their identities. Moreover, this course will facilitate an examination of rural, urban, and suburban sense of place, identities as agriculturalists and environmentalists, and explore biases and assumptions of each through group activities and projects. These experiences may be enhanced or constrained by the intersection of characteristics such as gender, age, social class, race or ethnicity, and religion, which will be explored through examples that afford students opportunities for shared connections to the topics. This course will explore these domains of citizenship, how citizenship is created and reinforced, and the ways in which types of citizenship include or exclude people based on characteristics and identities, including the ideas shaping our images of citizens and the qualities we assign to "good citizens."

Students will increase in their awareness and understanding of agricultural and environmental issues, societal processes of inclusion and exclusion, and forms of citizen participation to address critical agricultural and environmental issues. Dispelling stereotypes, understanding diverse perspectives, and expanding consciousness about the ability of oneself and others to contribute solutions to challenging issues are all key competencies in being a global citizen.

Students will be assigned readings each week on which they will reflect through quizzes and discussion. As noted previously, activities will also require to examine different "sides" of an issue and consider different viewpoints. Students will discover tools for understanding rural and urban issues and learn ways to critique sources of information (Week 10).

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Diversity, equity, and inclusion will be woven throughout the course. In Section 1 (Weeks 1-5), students will learn from in-depth, issue-focused readings and discussions about the development of citizenship as a status across different societies and across time. We will examine some historical and contemporary models of citizenship and ways specific groups have been included or excluded as citizens based on race, income, gender, and other characteristics. In these examples, students will learn about various methods of conferring citizenship through birth, descent, or naturalization, as well as topics of dual citizenship, immigration, refugee status, renunciation of citizenship, and ambiguities in the case of war, occupied lands, or transborder movements. We will examine right and benefits of citizenship, such as expectations of military service, access to publicly-funded financial and social support programs, and application of fair labor standards. Further, we will look at ways that citizenship definitions can be used to deny rights and benefits and lead to potential for exploitation and abuse. In Section 2 (Weeks 6-10), we will examine community institutions and civic engagement, and include discussion of how and why certain groups are over- or underrepresented, along with processes in which individuals are socialized into citizenship. We will incorporate ideas of community building through explorations of concepts of citizen or participatory action, engagement, sustainability, allyship, and advocacy, as well as the negative manifestations of greenwashing, slacktivism, or performative activism. Section 3 (Weeks 11-14) will address specific agricultural and environmental issues and will include discussion of farm labor and environmental justice implications of natural disasters.

Issues of diversity, equity, and inclusion will be supported by lectures, readings, discussions, and application of ideas to particular agricultural and environmental problems. Students will be expected to read book chapters, journal articles, and other key readings, complete weekly reflection quizzes, and will be evaluated through the quizzes, discussion and activities, and three examinations.

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course examines concepts of justice, difference, and citizenship from a variety of cultural traditions and power structures outlined in ELO 2.1, and focuses the new knowledge and insights students have gained toward specific agricultural and environmental issues with a focus on rural and urban conflict, misperceptions and misrepresentations of "the other," and the general inability to problem solve across these socio-cultural constructions of "rural agriculturalists" and "urban environmentalists."

This course will facilitate an understanding for the civil, political, and socio-cultural dimensions shaping the practices, rights, and responsibilities conferred by status as a citizen. Students will examine contemporary issues in agriculture, natural resources, and environment through two sets of lenses: 1) agriculturalist and environmental identities; and 2) rural and urban perspectives. These lenses are used to develop an appreciation for the ways communities and identities shape areas of commonalities and differences on these topics. Issues of resource management and governance, interests, and membership will be addressed. Students in this course will learn elements of citizenship and examine the roles of organizations and community groups such as cooperatives and civic organizations have in shaping rural and urban models of citizenship.

Students will be encouraged to think critically and elaborate on these themes through weekly reflection quizzes, discussions, debates and other activities, and their final citizenship project in which they will explore a particular issue in depth. Example questions include: How do migrant farm workers engage in citizenship, and what rights are available to them? Who are the local decision makers in your community? On the issue of solar wind farms, what voices do you feel are critical to include in discussions?

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval

Course Number and Title: ENR 2400

Faculty Preparer Name and Email: Jason Parker. 294

### Carmen Use

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

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

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

### Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

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

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

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

Additional comments (optional):

This is a completely on-line and asynchronous course that will be delivered using Carmen. All course content, including lecture presentations, reading, and evaluation will be conducted in Carmen. The syllabus uses a standard ODEE format.

### Instructor Presence

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

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

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

- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

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

The Carmen course page will use a module design. Weekly modules will consist of an overview page with a summary and details on course materials (readings, etc.), a lecture page with lecture videos, note slides, and exam or discussion links as needed. Each module will be introduced at the beginning of the week with an announcement that contains highlights of the weeks lectures and assignments that are due. The announcement will be written in a conversational style that will apply at least two concepts in the module using instructor experiences as examples of what the module offers and how to apply the work.

Each week students will have some form of participation using Carmen Discussion functions; some weeks participation will be responding to Discussion prompts, and in the final weeks there will be discussions of issues in agriculture and environment. Students will have access to an ongoing Q&A discussion.

## Delivery Well-Suited to DL/DH Environment

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

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

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

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

Additional technology comments:

Lecture videos will be hosted on Mediasite for streaming in Carmen. All lectures will be developed to meet the minimum technology requirements of Carmen to ensure all students have a quality experience in the course.

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

All course components except office hours will use asynchronous design. Office hours will be provided synchronously by Zoom appointment or asynchronously by email if a student prefers.

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

Agriculture and environment issues will be discussed using group-based discussions in Carmen. Faculty and TAs will moderate these discussions offering guidance, redirection, and feedback to promote continued exchanges.

DL course exams will be adapted to the Carmen system using test banks for the Quiz function to draw from to ensure students do not get the same set of questions and deter sharing of exams. There will be eight DL exams instead of the three exams used in the in-person course, seven bi-weekly and one final. These DL exams will be open book and open note. Students will have the opportunity to use all of their course materials to take the exams. This is done to maintain engagement with the course materials and continuous feedback to students. The final exam is comprehensive, again, to continue to engage students with the material. Some of these changes are done to assist students in maintaining academic integrity, which is discussed below.

## Workload Estimation

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

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

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

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

Each week of the semester will have a separate module ordered to build on learning from previous modules.

In-class equivalent activities consist of bi-weekly interaction on topic discussions. These will be moderated by faculty and TAs to prompt discussion and promote civility. Each module will have five lecture videos of roughly 20 minutes each, an equivalent to 50 minutes for each of two days of an in-class session. Topic discussions will occur in modules 13 and 14 and will have similar discussion prompts on topical agricultural and environmental issues that will be used in-person. Exams will be conducted in Carmen using the quiz functions, and will include seven 14 minute bi-weekly exams that students will have seven days to complete – seven days to start the exam and 14 minutes to complete it. Each exam will allow for two attempts. A 36 minute final may be started anytime during a scheduled two-day period.

Out-of-class components consist of: readings for which students will have the option to purchase a text or to use the links to electronic versions of chapters provided by OSU Libraries license (text availability has been confirmed with our librarian). Writing prompt discussions will be on student time. They will receive instructions in Carmen to identify two to three concepts they feel are important, define them in their own words, and apply them to real life situations they identify from their own experiences or from someone else they know. Students must plan to complete all work within the timeframe outlined for each assignment and exam. Readings will be completed “out-of-class” and consistent with the time required for the course. The citizenship project will use laddering to divide it into four discrete parts with instruction files and planning worksheets with resources for each part.

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

## Accessibility

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

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

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

Description of any anticipated accommodation requests and how they have been/will be addressed. The syllabus contains information for registering for SLDS accommodations. As an online course, there are several accessibility issues that need addressed. A) the elements of the presentations need to meet the minimum system requirements for Carmen. B) emails, announcements, module instruction and other written materials will follow criteria for accessibility. These criteria include sentence length and structure, shorter and concise paragraphs, consistency in outlining modules, font style and size, and other visual cues to make reading less strenuous for students so they can focus on the content and not presentation. Students with IFPs will be provided additional time for assignments as requested. Students needing additional testing time will receive it based on SLDS accommodations for 1.5x, 2.0x, or 3.0x additional time.

Additional comments:

None

## Academic Integrity

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

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

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

Additional comments:

All writing for the course will include the Turnitin technology. Exams will be developed to allow students to use all their course materials, notes, lectures, etc. Exams will use multiple choice, short answer, and matching assessments that will draw from test banks containing multiple options. Carmen will randomly choose questions from relevant test banks, and have a time limit to take the exam. All of these factors will help deter students from taking the exams as a group or relying on internet sources that focus on student supported online course content sharing.

As another deterrence strategy for a GE course sure to attract first and second year students, students will be instructed on how to prepare for exams so that they learn note-taking strategies and how to optimally use them by reviewing their notes to prepare for any gaps they have in understanding concepts from each module. Discussion writing prompts will be interactive, but students will need to post their work prior to reading and commenting on the work of their peers.

## Frequent, Varied Assignments/Assessments

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

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

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

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

The course will consist of lecture videos, lecture slides in full page and note-page formats, readings using a variety of writing styles and complexity. There will be multiple forms of evaluation that include exams using multiple online assessment techniques, discussion writings, and citizenship project. Bi-weekly and end of semester Discussions will emphasize the application of course theory and concepts to real-world problems, including those relevant to them based on their rural or urban residence.

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

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

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

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

Two types of discussion posts will be used in the course. Bi-weekly writing prompts will permit student interaction through responding to others in support of shared ideas. Group discussions will provide a forum for students to interact using the concepts and materials in the class to explore pressing agriculture and environment issues.

An interactive Q&A will be provided and monitored for students to post ideas, links and share experiences outside of the other course components.

## Transparency and Metacognitive Explanations

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

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

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

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

Each assignment will include a guide to successfully completing the work, which will include a clear description of expectations, how the assignment fits with the course, and an example.

In the bi-weekly discussion prompt posts, students will have the opportunity to choose concepts and ideas to explain and apply, and the prompts will have space for students to reflect on their learning and development as scholars.

Students will take leadership in choosing the topic of their citizenship project, and will have a mid-course evaluation to provide feedback on the course.

## **Additional Considerations**

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

No additional considerations.

**From:** [Fries, Sara N.](#)  
**To:** [Parker, Jason S.](#); [Lekies, Kristi](#)  
**Subject:** AEDE concurrence  
**Date:** Wednesday, March 22, 2023 11:09:00 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---



**Sara Fries**

Academic Program Specialist

College of Food, Agricultural, and Environmental Sciences School of Environment & Natural Resources

[fries.71@osu.edu](mailto:fries.71@osu.edu) / [senr.osu.edu](http://senr.osu.edu)

---

**From:** Sharp, Jeff <[sharp.123@osu.edu](mailto:sharp.123@osu.edu)>  
**Sent:** Monday, February 6, 2023 10:43 AM  
**To:** Parker, Jason S. <[parker.294@osu.edu](mailto:parker.294@osu.edu)>; Lekies, Kristi <[lekies.1@osu.edu](mailto:lekies.1@osu.edu)>  
**Cc:** Johnston, Renee <[johnston.230@osu.edu](mailto:johnston.230@osu.edu)>  
**Subject:** FW: Proposed course in Environmental Citizenship

We've heard back from AEDE as well and they are supportive. Jeff

---

**From:** Parkman, Anna <[parkman.6@osu.edu](mailto:parkman.6@osu.edu)>  
**Sent:** Monday, February 6, 2023 7:31 AM  
**To:** Sharp, Jeff <[sharp.123@osu.edu](mailto:sharp.123@osu.edu)>; Haab, Timothy <[haab.1@osu.edu](mailto:haab.1@osu.edu)>  
**Cc:** Johnston, Renee <[johnston.230@osu.edu](mailto:johnston.230@osu.edu)>  
**Subject:** RE: Proposed course in Environmental Citizenship

Hi Jeff,

I apologize for taking so long to respond to this matter. We wanted to be sure the faculty had an opportunity to read and respond. This included our Academic Affairs Committee.

The response to the course was positive.

AEDE provides Concurrence for ENR 2XXX Citizenship Across the Rural-Urban Divide.

Best,

Anna

**Anna W. Parkman, PhD**

Pronouns (she/her) [What are pronouns?](#)

Undergraduate Program Leader

Department of Agricultural, Environmental, and Development Economics

Internship & Study Abroad Coordinator

332 Agricultural Administration Bldg, 2120 Fyffe Rd., Columbus, OH 43210

614-292-9746 Office / 614-886-9145 Mobile

[parkman.6@osu.edu](mailto:parkman.6@osu.edu)

---

**From:** Sharp, Jeff <[sharp.123@osu.edu](mailto:sharp.123@osu.edu)>  
**Sent:** Friday, January 27, 2023 1:00 PM  
**To:** Parkman, Anna <[parkman.6@osu.edu](mailto:parkman.6@osu.edu)>; Haab, Timothy <[haab.1@osu.edu](mailto:haab.1@osu.edu)>  
**Cc:** Johnston, Renee <[johnston.230@osu.edu](mailto:johnston.230@osu.edu)>  
**Subject:** FW: Proposed course in Environmental Citizenship

Hi Anna and Tim, Please see below a message that Jeremy Brooks sent in December regarding a course SENR is seeking to propose related to the citizenship GE. I'm serving as the SENR chair of academic affairs and am trying to get this course proposal moving on to the next level of review. We'd like to get AEDE's feedback on this, if any, before sending it to that next level. Any thoughts you might want to share from your unit by February 8<sup>th</sup> would be appreciated. Thanks for your consideration and let me know of any questions..

---

**From:** Brooks, Jeremy S. <[brooks.719@osu.edu](mailto:brooks.719@osu.edu)>  
**Date:** Wednesday, December 14, 2022 at 11:38 AM  
**To:** Parkman, Anna <[parkman.6@osu.edu](mailto:parkman.6@osu.edu)>, Rodriguez, Mary T. <[rodriguez.746@osu.edu](mailto:rodriguez.746@osu.edu)>, Johnston, Renee <[johnston.230@osu.edu](mailto:johnston.230@osu.edu)>, Parker, Jason S. <[parker.294@osu.edu](mailto:parker.294@osu.edu)>, Lekies, Kristi <[lekies.1@osu.edu](mailto:lekies.1@osu.edu)>, Sharp, Jeff <[sharp.123@osu.edu](mailto:sharp.123@osu.edu)>  
**Subject:** Proposed course in Environmental Citizenship

Hi Anna and Mary,

I know it's the end of the semester, but we wanted to share a course that was recently developed by Jason Shaw Parker and Kristi Lekies on Environmental Citizenship. The course is designed for the new GE Citizenship Theme.

We wanted to give your units the chance to review and provide feedback before the course is submitted to the College ... essentially a request for concurrence. Given the timing, we recognize that this may not happen until early January.

Mary, would you be willing to forward this to the Chair of ACEL's Academic Affairs Committee? I'm not sure who that is.

Thank you both in advance.

In addition – I have copied Jeff Sharp here. I am stepping down as AAC chair at the end of the semester. Jeff will be filling in temporarily for Spring 2023. If you could please include him in any feedback, that would be great.

Best  
Jeremy



**THE OHIO STATE UNIVERSITY**

---

**Jeremy Brooks**

Associate Professor

**The Ohio State University**

College of Food, Agricultural, and Environmental Sciences

School of Environment and Natural Resources

469D Kottman Hall

2021 Coffey Rd. , Columbus , OH 43210

614-292-9787 Office

[brooks.719@osu.edu](mailto:brooks.719@osu.edu) / <https://u.osu.edu/brooks.719/>

*Buckeyes consider the environment before printing.*

**From:** [Parker, Jason S.](#)  
**To:** [Fries, Sara N.](#)  
**Cc:** [Lekies, Kristi](#)  
**Subject:** FW: Course Concurrence  
**Date:** Wednesday, March 22, 2023 10:43:18 AM  
**Attachments:** [image001.png](#)

---

Hi Sara,

This is the concurrence email supporting the GE themed course that we received from Shannon Washburn, Chair of ACEL. It indicated support without a need to revise.

Jason

---

**From:** Sharp, Jeff <sharp.123@osu.edu>  
**Sent:** Monday, February 6, 2023 10:40 AM  
**To:** Parker, Jason S. <parker.294@osu.edu>; Lekies, Kristi <lekies.1@osu.edu>  
**Cc:** Johnston, Renee <johnston.230@osu.edu>  
**Subject:** FW: Course Concurrence

Jason and Kristi, ACEL has signed off on what they have seen. No substantive feedback. Jeff

---

**From:** Washburn, Shannon G. <[washburn.130@osu.edu](mailto:washburn.130@osu.edu)>  
**Sent:** Monday, February 6, 2023 8:33 AM  
**To:** Sharp, Jeff <[sharp.123@osu.edu](mailto:sharp.123@osu.edu)>  
**Cc:** Filson, Caryn <[filson.5@osu.edu](mailto:filson.5@osu.edu)>; Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>  
**Subject:** Course Concurrence

Jeff,

Our faculty have reviewed your syllabus for the proposed course ENR 2XXX – Citizenship Across the Rural-Urban Divide. We are very interested in this course and happy to see you are proposing this addition to the GE offerings. We have no concerns for overlap with ACEL content and provide our concurrence for your proposal.

Best wishes,

Shannon



THE OHIO STATE UNIVERSITY

**Shannon G. Washburn, PhD**

Chair, Department of Agricultural Communication, Education, and Leadership  
*Sanford G. Price and Isabelle P. Barbee Chair in Teaching, Advising, and Learning*  
Professor, Agricultural Education

**College of Food, Agricultural, and Environmental Sciences**

200 Agricultural Administration Building, 2120 Fyffe Rd., Columbus, OH 43210

614 -292 -6909 Office / 614 -292 -7007 Fax  
[washburn.130@osu.edu](mailto:washburn.130@osu.edu) / [acel.osu.edu](mailto:acel.osu.edu)  
Pronouns: he/him/his