

Term Information

Effective Term Autumn 2024
Previous Value Spring 2016

Course Change Information

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

The Geography department is seeking the following changes to the existing course GEOG 3597.03, currently titled Environmental Citizenship:

Change the title of course to Climate Justice

Change the description of the course to "This is a course about the political economy of climate change and the political philosophy of climate justice"

Add GE Theme Sustainability

Removal of cross listing with English and removal of exclusions

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

For the GE, see the attached proposal.

For the title, description, and removal of cross-listing: Geography 3597.03 was established ca 2008 as a team-taught, cross-disciplinary course in English and Geography about "Environmental citizenship". But Geography 3597.03 has not been team-taught in a decade and, over time, the course content and focus of the course evolved considerably. What was initially a course about students' understanding of their environments and involvement as citizens in environmental affairs became a course on the political economy of climate change and the political philosophy of climate justice. For the past four years, the de facto (but unofficial) title of this course has been "Climate justice." The application for the new GE provides us with the opportunity to make the change official.

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

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

None

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3597.03
Course Title	Climate Justice
<i>Previous Value</i>	<i>Environmental Citizenship</i>
Transcript Abbreviation	Climate Justice
<i>Previous Value</i>	<i>Env'tl Citizenship</i>
Course Description	This is a course about the political economy of climate change and the political philosophy of climate justice.
<i>Previous Value</i>	<i>Provides tools for environmental citizenship by teaching interdisciplinary perspectives on biophysical and sociocultural forces that shape environments. Addresses general processes through local case studies.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for 597.03 or English 3597.03 (597.03).
Electronically Enforced	No

Cross-Listings

Cross-Listings	
Previous Value	Cross-listed in English.

Subject/CIP Code

Subject/CIP Code	03.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Cross-Disciplinary Seminar (597 successors and new); Sustainability
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)
[Cross-Disciplinary Seminar \(597 successors and new\)](#)
[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

- Analyze the politics of environmentalism at a time of planetary emergency
- Understand scientific assessment of climate change causes and consequences
- Understand political economy of climate change
- Expand sense of citizenship in the face of climate change

Previous Value

- [1. Understand concepts surrounding sustainability and their application to the problem of mobility](#)
- [2. Understand the technological and social processes that have created the mobility revolution](#)

Content Topic List

- Climate change basics: the science
- Environmentalism and ideology
- Reflecting on political strategies for climate justice
- Climate change and our political imagination
- Climate change, capitalism, and planetary sovereignty

Previous Value

- [Interdisciplinary perspectives on environment](#)
- [Local case studies](#)
- [Environmental citizenship](#)
- [Biophysical and sociocultural forces](#)

Sought Concurrence

No

Attachments

- Cover letter.docx: Cover letter
(Cover Letter. Owner: Mansfield, Becky Kate)
- GEOG-3597-Syllabus.docx: Syllabus
(Syllabus. Owner: Mansfield, Becky Kate)
- GEOG-3597-ELO-worksheet.docx: GE proposal
(GEC Model Curriculum Compliance Stmt. Owner: Mansfield, Becky Kate)
- Re_GEOG 3597.03 concurrence.pdf: Concurrence - Dept. of English
(Concurrence. Owner: Godfrey, Ryan B)
- GEOG 3597.03_Revision Cover Letter_ Wainwright March 2024.pdf: Revision Memo / Cover Letter
(Cover Letter. Owner: Godfrey, Ryan B)
- GEOG 3597.03_GE Theme Sustainability_ Revised March 2024.pdf: Revised GE Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Godfrey, Ryan B)
- GEOG 3597.03_Syllabus_Revision_ Wainwright March 2024.pdf: Revised Course Syllabus
(Syllabus. Owner: Godfrey, Ryan B)

COURSE CHANGE REQUEST
3597.03 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/21/2024

Comments

- Two updates: (1) Concurrence request approval email received from the Department of English for uncrosslisting of both courses. Documentation uploaded, per request. (2) Professor Wainwright has submitted to department a revision cover letter, revised syllabus, and revised GE Proposal which addresses the committee's contingent and recommended revisions, including revised elements of both course lectures and materials. *(by Godfrey, Ryan B on 04/20/2024 01:10 PM)*
- Please see Subcommittee feedback email sent 11/03/2023. *(by Hilty, Michael on 11/03/2023 04:26 PM)*
- Could you please request a concurrence from English that they are OK with the uncrosslisting of the both courses? Please upload that concurrence to this course request. (And at some point they will also have to submit a course change for their version of the course removing the cross-listing.) *(by Vankeerbergen, Bernadette Chantal on 08/15/2023 11:11 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mansfield, Becky Kate	08/15/2023 09:11 AM	Submitted for Approval
Approved	Coleman, Mathew Charles	08/15/2023 09:27 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/15/2023 11:12 AM	College Approval
Submitted	Houser, Jana Bryn	08/17/2023 05:23 PM	Submitted for Approval
Approved	Houser, Jana Bryn	08/17/2023 05:25 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/17/2023 05:28 PM	College Approval
Submitted	Godfrey, Ryan B	08/25/2023 03:29 PM	Submitted for Approval
Approved	Houser, Jana Bryn	08/25/2023 04:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/05/2023 03:59 PM	College Approval
Revision Requested	Hilty, Michael	11/03/2023 04:26 PM	ASCCAO Approval
Submitted	Godfrey, Ryan B	04/20/2024 04:55 PM	Submitted for Approval
Approved	Houser, Jana Bryn	04/20/2024 05:28 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/21/2024 12:24 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/21/2024 12:24 PM	ASCCAO Approval

Memorandum

From Joel Wainwright
To ASCC GE evaluation committee
Date 24 March 2024
Re: GEOG 3597.03, "Climate Justice"

Dear committee:

Thank you for your evaluation of my application for GE (Sustainability) for GEOG 3597.03. I am delighted that the committee unanimously approved my request.

During your evaluation, the Subcommittee unanimously approved the request with two required contingencies and two recommendations. During revisions, I addressed to all four:

- (1) Contingency: The reviewing faculty noticed that the course is predominately being assessed on three examinations and are unclear where students will have an opportunity to fulfill ELO 2.2, which requires students to reflect upon their own learning. They ask that it be made clearer how students will be given an opportunity to reflect upon themselves as learners within the course and the Theme.

Fair point. This is addressed in two ways in the course. First, through in class discussions (which are not graded but play an important role in self-reflection); second, through in-class writing assignments (which are graded). Previously, the emphasis here was not clear, in part because I had failed to update the math on the graded scheme (see point 3). But that is now corrected and I added one sentence under ELO 2.2.

I also recognize that the committee suggested that I diversify the forms of evaluation in the course. The truth is that this course used to have more diverse forms of evaluation, but I have elected to delete some existing writing assignments because of the widespread adoption of AI / ChatGPT by students. For 2024-25, the only form of evaluation in my courses = in class writing assignments. This lack of variety is far from ideal. Yet we are in an experimental phase, adapting to this disruptive technology. So this is, I hope, not a permanent condition, but a necessity under the present circumstances.

- (2) Contingency: The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the College to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the ASC Curriculum and Assessment Services website. The Subcommittee thanks you for adding this statement to your course syllabus.

Done. I also added several of the optional statements.

- (3) Recommendation: The reviewing faculty noticed that the total points in the point breakdown on page 2 of the syllabus only add up to 93% and not 100%. They kindly point this out to allow the instructor to correct the percentage total.

Corrected. Thank you for noting the error. In the corrected schema, in-class writing assignments constitute 16% of the full grade. This helps to address the point #1 raised earlier.

- (4) Recommendation: The reviewing faculty offer the friendly recommendation to update the Student Life – Disability Services statement in the course syllabus, as it has been recently updated it for the 2023-24 academic year. The most up-to-date statements can be found here on the ASC Curriculum and Assessment website.

Done. Thanks for alerting me to the changes.

Additionally, I made the following changes to the syllabus:

- (5) Updated the list of assigned books, based on changes to this fast-developing literature;
- (6) Changed the calendar / course plans since it will now be taught in the Spring semester, not Autumn.
- (7) Corrected a few minor typographical errors.

Thanks again for your consideration.

Geography 3597.03
Derby Hall 1080

Spring semester 2025
Tuesday & Thursday, 9:35–10:55 AM

Climate Justice

Former title:
Environmental Citizenship
in an Era of Rapid Climate Change

Professor: Joel Wainwright
Email: wainwright.11@osu.edu
Phone: 247-8746
Office: 1169 Derby Hall
Office hours: Immediately after class & by appointment

We do not know how long we have, but we do know that ... to succeed, we must simultaneously work for immediate changes *and* advance a vision of the world we want to build.

Ian Angus, *Facing the Anthropocene*

There is no more potent weapon in the battle against fossil fuels than the creation of real alternatives.

Naomi Klein, *This Changes Everything*

This is a course on the politics of environmentalism at a time of planetary emergency. In the face of rapid climate change, what are our political prospects? How in the world might we confront the challenge? What sort of political strategy and form of citizenship could be adequate to the task? And what would 'victory' look like?

In this course we will take up these questions by studying planetary climate change, political theory, and capitalist social relations. Underlying all these challenges is a crisis of imagination, including our imagination of what it means to be a citizen. The carbon profiteers hope you fail to connect the dots, or imagine the various futures we could make, or discover your conscience and voice, or ever picture how different it must be. So, while this course starts—as it must—with a sober, scientific assessment of the current crisis of the Earth and humanity, marked by economic insecurity, a lack of faith in political parties, species loss, and climate change, ultimately, this course aims at cultivating the imagination.

Course requirements

In-class writing assignments (n=~8)	16 %
Exam 1 (three questions, you answer two)	24 %
Exam 2 (three questions, you answer two)	24 %
Exam 3 (aka the final: four questions, you answer three)	36 %

This is a lecture-led course. This means that I will combine lectures with in-class discussion of course material. For our discussions to be effective, you must come to class prepared. Our three in-class exams will provide essay prompts regarding the core questions addressed in our course. To participate effectively in classroom discussions, and perform well on exams, you will need to read all the assigned texts. (Attendance is required but will not be graded.)

Course readings

Our course has five assigned books. I encourage you to buy or otherwise acquire these three books as soon as possible. You do not need to use these links. Please buy paper copies—not digital—so that you can bring books to class (i.e., not your phone or iPad).

[1] P. Robbins (2008) *Lawn People*. Philadelphia: Temple University.

Website: http://www.temple.edu/tempres/titles/1884_reg.html;
Amazon: [link](#)

[2] B. Christophers (2024) *The Price is Wrong*. NY: Verso.

Website: <https://www.versobooks.com/en-gb/products/3069-the-price-is-wrong>
Amazon: [link](#)

[3] Kohei Saito (2023) *Slow Down: The Degrowth Manifesto*. NY Penguin.

Website: <https://www.penguinrandomhouse.com/books/734853/slow-down-by-kohei-saito/>
Amazon: [link](#)

[4] Ajay Singh Chaudhury (2024) *The Exhausted of the Earth: Politics in a Burning World*.

Website: <https://www.penguinrandomhouse.com/books/736324/the-exhausted-of-the-earth-by-ajay-singh-chaudhary/>
Amazon: [link](#)

[5] J. Wainwright and G. Mann (2018) *Climate Leviathan*. NY: Verso.

Website: <https://www.versobooks.com/books/2545-climate-leviathan>
Amazon: [link](#)

Additional reading materials will be made available on-line (via Carmen and/or email). Reading assignments are shown on our Course Plan (page 3). The final column provides an estimate of the length of each reading assignment in number of assigned pages.

Our course plan

#	Day	Date	Topic	Reading assignment	pp
1	Tuesday	7-Jan	Course introduction	course syllabus	10
2	Thursday	January 9	Climate change basics 1: physical processes	IPCC AR6 WG 1 SPM	36
3	Tuesday	14-Jan	Climate change basics 2: carbon mitigation	IPCC AR6 WG 3 SPM	30
4	Thursday	16-Jan	Climate change basics 3: climate adaptation	IPCC AR6 WG 2 SPM	28
5	Tuesday	21-Jan	Climate change basics 4: mass extinction	E Kolbert, <i>The Sixth Extinction</i> , selections	26
6	Thursday	23-Jan	Climate change basics 5: why didn't we act earlier?	N Rich, story from <i>NYT Magazine</i>	24
7	Tuesday	28-Jan	Environmentalism & ideology 1: human population 1	Scranton, <i>Learning to die in the Anthropocene</i> , selections	45
8	Thursday	30-Jan	Environmentalism & ideology 2: human population 2	D Harvey, Population, resources & science	21
9	Tuesday	4-Feb	Environmentalism & ideology 3: the lawn 1	<i>Lawn people</i> , cover to p 71	71
10	Thursday	6-Feb	Environmentalism & ideology 4: the lawn 2	<i>Lawn people</i> , cover to p 72 to end	81
11	Tuesday	11-Feb	Exam 1 (three questions; you answer two)		
12	Thursday	13-Feb	The Paris Agreement	Paris Agreement (2015) text	25
13	Tuesday	18-Feb	Process and issues at COP 29	text of the COP 29 agreement	50
14	Thursday	20-Feb	The political economy of energy transition 1	<i>The Price is Wrong</i> 1	65
15	Tuesday	25-Feb	The political economy of energy transition 2	<i>The Price is Wrong</i> 2	65
16	Thursday	27-Feb	The political economy of energy transition 3	<i>The Price is Wrong</i> 3	65
17	Tuesday	4-Mar	Climate change & our political imagination	Oreskes & Conway, <i>The Collapse of Western Civilization</i>	52
18	Thursday	6-Mar	Exam 2 (three questions; you answer two)		
	Tuesday	11-Mar	SPRING BREAK		
	Thursday	13-Mar	SPRING BREAK		
19	Tuesday	18-Mar	Reflecting on political strategies for climate justice 1	The Exhausted of the Earth 1	
20	Thursday	20-Mar	Reflecting on political strategies for climate justice 2	<i>The Exhausted of the Earth</i> 2	50
21	Tuesday	25-Mar	Reflecting on political strategies for climate justice 3	<i>The Exhausted of the Earth</i> 3	50
22	Thursday	27-Mar	Guest lecture: student career services [Wainwright AAGs]	Edmundson (2011) Who are you & what are you doing here?	16
23	Tuesday	1-Apr	Degrowth communism? 1	<i>Slow Down</i> 1	60
24	Thursday	3-Apr	Degrowth communism? 2	<i>Slow Down</i> 2	60
25	Tuesday	8-Apr	USA v China and climate geopolitics	M Li, Scenarios for the US, China & the World	22
26	Thursday	10-Apr	Climate change, capitalism, & planetary sovereignty 1	<i>Climate Leviathan</i> , intro + Part I	75
27	Tuesday	15-Apr	Climate change, capitalism, & planetary sovereignty 2	<i>Climate Leviathan</i> , Part II	70
28	Thursday	17-Apr	Climate change, capitalism, & planetary sovereignty 3	<i>Climate Leviathan</i> , Part III	65
29	TBD	TBD	Exam 3 at TBD (four Qs, you answer three)		

Statement on accessibility

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu

Among other services, SLDS offers in-person exam proctoring. Students who are registered with SLDS and whose accommodations include adjustments to exams (e.g., additional time) will only be able to schedule an exam in the SLDS database if there is a seat available. For this reason, **early scheduling of your exams – within the first two weeks of class – is strongly encouraged.** SLDS will work with you to try to find a space, but it is your responsibility to contact them early in the semester to initiate the process. The scheduling deadline is 1 week in advance. **Students are expected to schedule their exams as close as possible to the day and time the exam is given in class.** In other words, you are strongly encouraged to take the exam on the same day, and overlapping in time, as the other students.

General Education goals & expected learning outcomes

Geography 3597.03 meets the GE requirement for the Sustainability theme. It does so by examining the causes and consequences of anthropogenic climate change. Our course begins from the premise of the fundamental dependence of humans on Earth and proceeds to examine three dimensions of sustainability: “environmental and earth systems,” by studying IPCC reports on climate change; “economy and governance” through analysis of the political economy of fossil fuel consumption; and “society and culture” through examining the prospects for climate justice.

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

GE 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.

GE goal 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi- faceted, potential solutions across time.

More specifically, we meet the Expected Learning Outcomes (ELOs) for GE courses in Sustainability by:

ELO 1.1 Engage in critical and logical thinking.	GEOG 3597.03 examines the planetary crisis presented by climate change through a synthetic, critical, historical political economy approach. Our guiding questions are: What processes are driving rapid climate change? In the face of rapid climate change, what are our political prospects? What sort of political strategy could be adequate to the task of building a just response to climate change? Students engage these three questions in several ways. They read different texts on the political economy of climate change and political philosophy of climate justice; discuss these texts in class; complete in-class writing assignments to demonstrate their ability to analyze subtopics; and take exams to assess learning and performance. Student writing (both in-class and exam-based) is evaluated for correctness as well as students’ ability to express critical and logical views in writing.
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<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>GEOG 3597.03 examines anthropogenic change of the Earth's climate through the burning of fossil fuels. The focus is not on human nor natural system evolution, but on a narrower set of questions: how does the specifically capitalist form of human society (which has only existed for a few hundred years) contributed to the planetary climate crisis? How could we generate a just response to this crisis (i.e., what are the enabling conditions for climate justice?)?</p> <p>GEOG 3597.03 examines these questions through the lens of a historical political economy. Within this framework, human values, behaviors and institutions are seen as the reflections or reifications of the underlying class processes that define capitalism as a social formation. Grasping these processes, and this form, is therefore essential.</p> <p>At the outset of GEOG 3597.03, students study the most recent IPCC reports (presently AR6) of the three Working Groups; then (building upon AR6 WG3 SPM) study the political economy of fossil fuels through readings (including one full book, providing an opportunity for discussion about how to read a book), lectures, and in-class writing assignments. Later, the second half of the course is devoted to the political philosophy of climate change. Students read two books of political philosophy, complemented by several research papers specifically on the role of China in international climate change negotiations and China's political economy of fossil fuel use (crucial subtopics which are, alas, not well covered in the political philosophy of climate justice literature).</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Rather than present a single explanation for the crisis of climate change, or a single solution, GEOG 3597.03 trains students to examine the problem from multiple dimensions.</p> <p>To develop a robust analytical understanding of the climate crisis and the prospect for climate justice, the course begins by having students read texts representing multiple approaches to the politics of climate change (including several which I happen to reject, although in the classroom I present the arguments in a sincere and appreciative fashion, the better to engage in Socratic dialog with the students, i.e., to question them to ask whether and how what they are reading is true, and if so, what it means for their lives).</p>

	<p>As the semester progresses, students are tasked to write responses to texts representing these different prospects—and to reflect upon their earlier thoughts. Through this process, GEOG 3597.03 stimulates critical and self-critical examination of multiple perspectives on the political economy of climate change and climate justice. The result of this procedure is to bring the students to a point where they can appreciate the virtues of social analysis of the climate crisis which is grounded in science and capable of accounting for the specific historical form of society that has generated the crisis.</p>
<p>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.</p>	<p>While the course starts—as it must—with a sober, scientific assessment of the global climate crisis, ultimately, this course aims at cultivating the imagination as much as rational understanding of the challenge. Cultivation of imagination (like all creative work) benefits from self-reflection. Every student comes into GEOG 3597.03 with a given conception of the world which shapes their understanding of the climate crisis and its relationship to their lives. One of the fundamental goals of the course is to help them come to understand themselves better by historicizing their own conception through critical self-reflection. Taken together, this allows them to examine the 'blind spots' of their own ideological positions and deepen their grounding in human history.</p> <p>GEOG 3597.03 is (relative to most 3000-level courses) reading-intensive. The course assigns six books, three scientific reports, and several academic papers. (Apart from the books, all materials are freely available via Carmen.) Students are encouraged to acquire paper copies of the books and to bring them to class discussions. The principle means by which students engage in an advanced, in-depth, scholarly exploration of the political economy and philosophy of climate change, therefore, is through close reading and commentary upon texts. Reflection upon learning is reinforced through regular in-class writing assignments.</p>

	<p>Course activities and assignments to meet these ELOs</p>
<p>ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental</p>	<p>One of the fundamental premises of GEOG 3597.03 is that humans are a species which evolved under natural-historical conditions which are changing because of anthropogenic global warming. Seen against this long-term historical baseline, the resilience of social systems to the coming changes, while difficult to assess</p>

<p>systems and on the resilience of these systems.</p>	<p>scientifically, is weak: students in GEOG 3597.03, at least, tend to come into the class with such an understanding. Rather than try to convince them otherwise, my strategy is to help them deepen their critical understanding of the natural history of humanity and the implications of climate change. To say the least, doing so is challenging both analytically and psychologically.</p> <p>While these premises are initially posited as facts (drawing from scientific study of human evolution and recent climate change), through the course of the semester, elaborated through a Marxian natural history framework. But the matter is also taken up in a second path, i.e., through the sharing of feelings in the classroom. Students come to GEOG 3597.03 today with a profound sense of frustration with previous generations (for failing to reduce carbon emissions) and anxiety about the future. Reading, discussion, writing and reflection are oriented toward practicing a shift from an emotional to an historical understanding and political analysis.</p>
<p>ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p>	<p>For the historical political economy approach that provides the framework of GEOG 3597.03, questions of human activity and technology must be grasped within an analysis of the specific type of social formation that we live in today, viz., capitalism. This social formation (and the type of state it has engendered) must be examined critically to understand the inability to address the climate crisis justly.</p> <p>To examine this question critically, in GEOG 3597.03 students pass through the following cycle iteratively: [a] introduction to problem/subtopic in lecture --> [b] reading about problem/subtopic --> [c] reflection & questioning in class --> [d] in class writing on problem/subtopic --> [e] peer criticism and class discussion --> [f] additional reading, review, or study --> [g] writing (formal examination) --> [h] grading and feedback.</p>
<p>ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>To recapitulate: by building upon an historical political economy approach, in GEOG 3597.03 students first examine the challenges with sharply reducing fossil fuel consumption, then elaborate the conditions of possibility for a just response to the climate crisis, and then debate strategies to achieve these conditions.</p>

Additional statements

Because many of us are easily distracted by use of cell phones, computers, recording devices, and the like, such equipment should be turned off and placed out of sight during class. (I will say more about this at the start of class on day 2.)

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare—emergencies only—and up to my discretion. Arrangements for a make-up exam should be made before the exam is distributed.

Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D, E. Grading is not 'curved' and is based on the OSU standard scale.

An 'I', or Incomplete, will only be given under special circumstances and where I have made an arrangement with the student before the end of the semester. If you wish to request an 'I,' be prepared to explain (a) why an Incomplete is an appropriate grade and (b) when you will complete the incomplete.

Statement on 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](#).

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

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

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

Any academic misconduct will be reported to Ohio State's Office of Academic Affairs, Committee on Academic Misconduct (COAM). It is the responsibility of COAM to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. (The term "academic misconduct" includes all forms of student academic misconduct wherever committed.) Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). COAM have prepared some useful suggestions to preserve academic integrity: see next page. For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

Suggestions for Preserving Academic Integrity

Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity [...].

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property [...].

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a 'cheat sheet'. Keep your eyes on your own work. [...]

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. [...]

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. [...]

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. [...]

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. [...]

GE course submission worksheet
Course: Geography 3597.03
Professor: Wainwright, Joel
Theme: Sustainability
Draft 16 June 2023
Revised 24 March 2024

Sustainability theme Context (from OAA website): The Ohio State Sustainability Education and Learning Committee defines a “sustainability course” as one that “acknowledges the fundamental dependence of humans on earth and environmental systems and addresses one or more aspects of the interdependence of human and natural systems” and focuses its view of these interactions of human-natural systems through at least one of the dimensions of sustainability: “environmental and earth systems; economy and governance; society and culture; engineering, technology and design; and health and well-being.” The Goals and Expected Learning Outcomes for this theme were drafted to align with that description. It is expected that all courses in this theme will address the interaction of humans and natural systems and one or more other dimension of sustainability.

Briefly describe how this course connects to or exemplifies the concept of the theme of Sustainability. In a sentence or two, explain how this class fits within the focal theme.

Geography 3597.03 examines the causes and consequences of anthropogenic climate change. The course begins from the premise of the fundamental dependence of humans on Earth and proceeds to examine three dimensions of sustainability: “environmental and earth systems”, by studying IPCC reports on climate change; “economy and governance” through analysis of the political economy of fossil fuel consumption; and “society and culture” through examining the prospects for climate justice.

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>GEOG 3597.03 examines the planetary crisis presented by climate change through a synthetic, critical, historical political economy approach. Our guiding questions are: What processes are driving rapid climate change? In the face of rapid climate change, what are our political prospects? What sort of political strategy could be adequate to the task of building a just response to climate change?</p> <p>Students engage these three questions in several ways. They read different texts on the political economy of climate change and political philosophy of climate justice; discuss these texts in class; complete in-class writing assignments to demonstrate their ability to analyze subtopics; and take exams to assess learning and performance. Student writing (both in-class and exam-based) is evaluated for correctness as well as students' ability to express critical and logical views in writing.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>GEOG 3597.03 examines anthropogenic change of the Earth's climate through the burning of fossil fuels. The focus is not on human nor natural system evolution, but on a narrower set of questions: how does the specifically capitalist form of human society (which has only existed for a few hundred years) contributed to the planetary climate crisis? How could we generate a just response to this crisis (i.e., what are the enabling conditions for climate justice?)?</p> <p>GEOG 3597.03 examines these questions through the lens of a historical political economy. Within this framework, human values, behaviors and institutions are seen as the reflections or reifications of the underlying class processes that define capitalism as a social formation. Grasping these processes, and this form, is therefore essential.</p> <p>At the outset of GEOG 3597.03, students study the most recent IPCC reports (presently AR6) of the three Working Groups; then (building upon AR6 WG3 SPM) study the political economy of fossil fuels through readings (including one full book, providing an opportunity for discussion about how to read a book), lectures, and in-class writing assignments. Later, the second half of the course is devoted to the political philosophy of climate change. Students read two books of political philosophy, complemented by several research papers specifically on the role of China in international climate change negotiations and China's political economy of fossil fuel use (crucial subtopics which are, alas, not well covered in the political philosophy of climate justice literature).</p>
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p>Rather than present a single explanation for the crisis of climate change, or a single solution, GEOG 3597.03 trains students to examine the problem from multiple dimensions.</p> <p>To develop a robust analytical understanding of the climate crisis and the prospect for climate justice, the course begins by having students read texts representing multiple approaches to the politics of climate change (including several which I happen to reject, although in the classroom I present the arguments in a sincere and appreciative fashion,</p>

	<p>the better to engage in Socratic dialog with the students, i.e., to question them to ask whether and how what they are reading is true, and if so, what it means for their lives).</p> <p>As the semester progresses, students are tasked to write responses to texts representing these different prospects—and to reflect upon their earlier thoughts. Through this process, GEOG 3597.03 stimulates critical and self-critical examination of multiple perspectives on the political economy of climate change and climate justice. The result of this procedure is to bring the students to a point where they can appreciate the virtues of social analysis of the climate crisis which is grounded in science and capable of accounting for the specific historical form of society that has generated the crisis.</p>
<p>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.</p>	<p>While the course starts—as it must—with a sober, scientific assessment of the global climate crisis, ultimately, this course aims at cultivating the imagination as much as rational understanding of the challenge. Cultivation of imagination (like all creative work) benefits from self-reflection. Every student comes into GEOG 3597.03 with a given conception of the world which shapes their understanding of the climate crisis and its relationship to their lives. One of the fundamental goals of the course is to help them come to understand themselves better by historicizing their own conception through critical self-reflection. Taken together, this allows them to examine the 'blind spots' of their own ideological positions and deepen their grounding in human history.</p> <p>GEOG 3597.03 is (relative to most 3000-level courses in SBS) reading-intensive. The course assigns five books in addition to three scientific reports around ten academic papers. (Apart from the books, all materials are freely available via Carmen.) Students are encouraged to acquire paper copies of the books and to bring them to class discussions. The principle means by which students engage in an advanced, in-depth, scholarly exploration of the political economy and philosophy of climate change, therefore, is through close reading and commentary upon texts.</p>

Goals and ELOs unique to Sustainability

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi- faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>	<p>One of the fundamental premises of GEOG 3597.03 is that humans are a species which evolved under natural-historical conditions which are changing because of anthropogenic global warming. Seen against this long-term historical baseline, the resilience of social systems to the coming changes, while difficult to assess scientifically, is weak: students in GEOG 3597.03, at least, tend to come into the class with such an understanding. Rather than try to convince them otherwise, my strategy is to help them deepen their critical understanding of the natural history of humanity and the implications of climate change. To say the least, doing so is challenging both analytically and psychologically.</p> <p>While these premises are initially posited as facts (drawing from scientific study of human evolution and recent climate change), through the course of the semester, elaborated through a Marxian natural history framework. But the matter is also taken up in a second path, i.e., through the sharing of feelings in the classroom. Students come to GEOG 3597.03 today with a profound sense of frustration with previous generations (for failing to reduce carbon emissions) and anxiety about the future. Reading, discussion, writing and reflection are oriented toward practicing a shift from an emotional to an historical understanding and political analysis.</p>
<p>ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p>	<p>For the historical political economy approach that provides the framework of GEOG 3597.03, questions of human activity and technology must be grasped within an analysis of the specific type of social formation that we live in today, viz., capitalism. This social formation (and the type of state it has engendered) must be examined critically to understand the inability to address the climate crisis justly.</p> <p>To examine this question critically, in GEOG 3597.03 students pass through the following cycle iteratively: [a] introduction to problem/subtopic in lecture --> [b] reading about problem/subtopic --> [c] reflection & questioning in class --> [d] in class writing on problem/subtopic --> [e] peer criticism and class discussion --> [f] additional reading, review, or study --> [g] writing (formal examination) --> [h] grading and feedback.</p>
<p>ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>To recapitulate: building upon an historical political economy approach, in GEOG 3597.03 students first examine the challenges with sharply reducing fossil fuel consumption, then elaborate the conditions of possibility for a just response to the climate crisis, and then debate strategies to achieve these conditions.</p>

Friday, August 25, 2023 at 15:11:52 Eastern Daylight Time

Subject: Re: GEOG 3597.03 concurrence
Date: Friday, August 25, 2023 at 3:11:43 PM Eastern Daylight Time
From: Coleman, Mathew
To: Hewitt, Elizabeth
CC: Williams, Susan S., Houser, Jana
Attachments: image001.png

Thanks Beth, thanks Susan. We appreciate your support!

Happy Friday,
Mat



Mat Coleman

Professor and Department Chair
Department of Geography, College of Social and Behavioral Sciences
<http://u.osu.edu/coleman.373/>

1036B Derby Hall (main office suite)
154 N. Oval Mall
Columbus, OH 43210-1361

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

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

From: Hewitt, Elizabeth <hewitt.33@osu.edu>
Date: Friday, August 25, 2023 at 2:54 PM
To: Coleman, Mathew <coleman.373@osu.edu>
Cc: Williams, Susan S. <williams.488@osu.edu>, Houser, Jana <houser.262@osu.edu>
Subject: Re: GEOG 3597.03 concurrence

Dear Mat,

Susan passed on your request to me I'm director of UGS and I was able to consult with them and we agree that the course should be uncrosslisted since we haven't been able to teach it

for so many years. The revised class looks terrific.

If this letter serves as adequate approval for concurrence from the Department of English, that would be great. But just let me know if you need some other form of documentation.

Kind wishes,
Beth

Elizabeth Hewitt [she/her]

Professor of English & Director of Undergraduate Studies
530 Denney Hall

Ohio State University

164 Annie & John Glenn Avenue
Columbus, OH 43210

From: Coleman, Mathew <coleman.373@osu.edu>
Sent: Tuesday, August 15, 2023 12:53 PM
To: Williams, Susan S. <williams.488@osu.edu>
Cc: Houser, Jana <houser.262@osu.edu>
Subject: GEOG 3597.03 concurrence

Hi Susan—

Geography is submitting GEOG 3597.03 for the new GE sustainability theme. Joel Wainwright has taught the class every year for the past ten years (<https://geography.osu.edu/courses/geog-3597.03>), as 'Environmental Citizenship'. We're hoping to get that changed to 'Climate Justice' to better reflect content. We're also tweaking some content to reflect the new GE ELOs. The syllabus and GE worksheet are attached, along with our cover letter.

3597.03 was originally designed as a crosslisted course with English. The course hasn't been on offer from both units since the quarter-to-semester transition, and we're hoping to 'uncrosslist' the course for the GE application. I believe Professor Lewis Ulman was involved with the original proposal, and I'm not sure who in Geography, to be honest! We've had some turnover since then.

We would need your concurrence for 'uncrosslisting' the course. Would you be amenable to that?

Thanks, and I hope your semester is off to a happy start!
Mat

Cc Jana Houser, Director of Undergraduate Studies, Geography



Mat Coleman

Professor and Department Chair
Department of Geography, College of Social and Behavioral Sciences
<http://u.osu.edu/coleman.373/>

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