## Term Information

**Effective Term**                                    Autumn 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**                     3500H
**Course Title**                                  Community, Environment and Development
**Transcript Abbreviation**                    Comnty Env & Devt
**Course Description**                          Social change related to natural resource and environmental issues.  Includes a focus on community-level initiatives, environmental social movements, and issues of environmental justice.
**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?**    No
**Grading Basis**                             Letter Grade
**Repeatable**                                No
**Course Components**                         Lecture
**Grade Roster Component**                    Lecture
**Credit Available by Exam**                  No
**Admission Condition Course**               No
**Off Campus**                                Never
**Campus of Offering**                        Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

**Prerequisites/Corequisites**               2300, ENR/AEDE 2501, ENR/AEDE 2501E, RURLSOC 1500, SOCIOL 1101, SOCIOL 1102, or permission of instructor; and Honors Standing
**Exclusions**                                Not available to students with credit for ENR 3500.
**Electronically Enforced**                   Yes

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

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

# Requirement/Elective Designation

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

# Course Details

**Course goals or learning objectives/outcomes**

- Define place-based community
- Critique and evaluate theories explaining community capacity and community development strategies in a case study community
- Connect the three main theoretical perspectives in sociology to place-based community
- Explain the creation and reproduction of inequality in communities based on class, race, ethnicity, gender, and migration
- Recognize the diversity of communities and the need for differentiated knowledge production
- Discuss development as a balance between market, state, and civil society sectors
- Outline the key development actors for each of these three sectors
- Provide a definition of development that encompasses human well-being, environmental sustainability, and economic equity and growth
- Explain the role of collective agency in community development
- Explain the various roles of community residents in addressing environmental, health, social, and economic issues
- Analyze how various communities can respond to climate related changes
- Explain social capital based upon its three types
- Differentiate four community development models and understand their theoretical and historical background and their scope of application
- Apply the Community Capitals Framework to describe, plan, and evaluate community development initiatives, and predict their future outcomes based upon cumulative causation
- Situate how social, political and economic processes influence communities and apply relevant theories
- Describe the loss of Gemeinschaft community and growth of mass society in the modernized world
- Analyze community governance from various sociological perspectives
- Explain how various communities respond to environmental changes and specific natural resource dilemma
- Define power and apply theories on community conflict to community case studies and a model community
- Develop a model community based on the knowledge of theories and available literature
- Evaluate the community capitals in a case study community in relation to climate adaptation
- Create a climate adaptation plan based on community development principles in a case study community
- Recognize the importance of teamwork and leadership skills in community practice
- Summarize and analyze community development literature to illustrate relevant theories, processes, and implications for a model community

**Content Topic List**

- Concept of Community
- Community Capitals Framework
- Community Indicators
- Forms of Community: The Rural/Urban Continuum
- Forms of Community: Community as a Spatial Phenomenon
- Forms of Community: Ecological Approach to Community
- Forms of Community: Community as Social Network
- Community Culture and Social Capital
- Conflict Approach to community
- Community Development
- Natural, Financial, Built Capital
- Resources and Infrastructure
- Cultural and Human Capital
- Social and Political Capital
- Climate change and Sustainable Development
- Social Impact Assessment framework
- Community Resilience, Vulnerability, and Adaptation
- Climate Action Plans
- Community, Climate, Population and Migration
- Community, Climate and Justice
- Climate Action Plan
- Civic Agriculture
- Community and Natural Disasters

**Sought Concurrence**     No

# Attachments

- Rationale Letter for Honors and Scholars committe_269775667.docx: Honors Rationale

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

- ENR 3500H GE submission-lived-environments, revised in response to ASC feedback, March 2024.pdf: Theme document

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

- Response letter concerning ASC Curriculum Committee feedback, March 2024.docx: Response Cover Letter

  *(Cover Letter. Owner: Fries,Sara Nicholson)*

- ENR3500H Syllabus V4 April 2024.docx: ENR 3500H

  *(Syllabus. Owner: Fries,Sara Nicholson)*

- ENR 3500H Course Reading List, April 2024.docx: Reading list

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

## Comments

- The instructor addressed both contingencies provided by the ASCCAO on 25 April 2024 and has updated the syllabus and reading list.

  Revise as per COAA via email message 17 January 2024

  Additional revision as per email message 10 January 2024

  Revise as per email message 27 November 2023 *(by Osborne,Jeanne Marie on 05/01/2024 11:03 AM)*

- See feedback email sent to department 02-20-2024 RLS *(by Steele,Rachel Lea on 02/20/2024 03:52 PM)*

- Sent back at CFAES' request. *(by Vankeerbergen,Bernadette Chantal on 01/19/2024 11:30 AM)*

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Fries,Sara Nicholson | 11/16/2023 11:48 AM | Submitted for Approval |
| Revision Requested | Osborne,Jeanne Marie | 11/27/2023 10:52 AM | Unit Approval |
| Submitted | Fries,Sara Nicholson | 01/08/2024 12:04 PM | Submitted for Approval |
| Revision Requested | Osborne,Jeanne Marie | 01/10/2024 10:04 AM | Unit Approval |
| Submitted | Fries,Sara Nicholson | 01/10/2024 12:55 PM | Submitted for Approval |
| Revision Requested | Osborne,Jeanne Marie | 01/17/2024 05:05 PM | Unit Approval |
| Submitted | Fries,Sara Nicholson | 01/18/2024 02:09 PM | Submitted for Approval |
| Approved | Osborne,Jeanne Marie | 01/18/2024 03:56 PM | Unit Approval |
| Approved | Osborne,Jeanne Marie | 01/18/2024 03:56 PM | SubCollege Approval |
| Approved | Osborne,Jeanne Marie | 01/18/2024 03:56 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 01/19/2024 11:30 AM | ASCCAO Approval |
| Submitted | Fries,Sara Nicholson | 01/19/2024 02:18 PM | Submitted for Approval |
| Approved | Osborne,Jeanne Marie | 01/19/2024 02:27 PM | Unit Approval |
| Approved | Osborne,Jeanne Marie | 01/19/2024 02:27 PM | SubCollege Approval |
| Approved | Osborne,Jeanne Marie | 01/19/2024 02:27 PM | College Approval |
| Revision Requested | Steele,Rachel Lea | 02/20/2024 03:52 PM | ASCCAO Approval |
| Submitted | Fries,Sara Nicholson | 03/04/2024 10:36 AM | Submitted for Approval |
| Approved | Osborne,Jeanne Marie | 03/04/2024 01:05 PM | Unit Approval |
| Approved | Osborne,Jeanne Marie | 03/04/2024 01:05 PM | SubCollege Approval |
| Approved | Osborne,Jeanne Marie | 03/04/2024 01:06 PM | College Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 04/23/2024 08:30 PM | ASCCAO Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 04/23/2024 08:32 PM | ASC Approval |
| Submitted | Fries,Sara Nicholson | 04/30/2024 11:11 AM | Submitted for Approval |
| Approved | Osborne,Jeanne Marie | 05/01/2024 11:03 AM | Unit Approval |
| Approved | Osborne,Jeanne Marie | 05/01/2024 11:04 AM | SubCollege Approval |
| Approved | Osborne,Jeanne Marie | 05/01/2024 11:08 AM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 05/01/2024 11:08 AM | ASCCAO Approval |

# ENR 3500H

# COURSE MATERIALS AND TECHNOLOGIES

## Textbooks

- Lyon, L., & Driskell, R. (2012). The community in urban society. Waveland Press.

**Required**

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

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

- Emery, M. & Flora, C. (2006). Spiraling-up: Mapping community transformation with community capitals framework. Community development, 37(1), 19-35.

- Green, G. & Haines, A. (2016). Recovering from disaster the case of Greensburg, KS in Asset building and community development, 4th edition.

- Flora, C. B., Flora, J. L., & Gasteyer, S.P. (2016). Rural communities: Legacy+ change. Routledge. Chapter 1, pp. 17-24. Chapter 12, pp. 427-454.

- Gramling, R. and W.R. Freudenburg. (1992). Opportunity-threat, Development, and Adaptation: Toward a Comprehensive Framework for Social Impact Assessment. Rural Sociology. 57(2):216-234.

- Campbel J.T., A.S. Singh, J. Sharp. (2016) "Rural communities and Responses to Climate Change." International Handbook of Rural Studies. Routledge. Chapter 44, pp 531-543.

- Bittle, J. (2021). "Climate Change is Already Rejiggering Where American Live. The Atlantic.

# Community, Environment and Development Syllabus

ENR 3500H, Autumn 2024

## Course Information

- **Course times and location:** TBD; 2 times per week/80 minutes per session

- **Credit hours:** 3

- **Mode of delivery:** In-person (P)

## Instructor

- **Name:** Jeff Sharp

- **Email:** sharp.123@osu.edu

- **Phone:** 614-292-2265 (SENR Main Office)

- **Office location:** 322A Kottman Hall

- **Office hours:** by appointment.  Please contact me directly by e-mail to arrange an in-person, Teams or Zoom meeting

- **Preferred means of communication:**

  - My preferred method of communication for questions is **email.**

  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites & Exclusions

Prereq:  ENR 2300, ENR/AEDEcon 2501, ENR/AEDEcon 2501E, RurlSoc 1500, Sociol 1101, Sociol 1102, or permission of instructor; and Honors standing.

Not open to students with credit for ENR 3500

## Course Description

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

The course is divided into three major sections, although the content is cumulative with earlier sections of the course informing later sections. The first third of the course focuses on the concept of community and the various ways that social scientists (sociologists in particular) have understood and evaluated community. The middle third of the course focuses on the idea of community development and strategies for effectively mobilizing community assets (or capitals) to achieve community development goals. The last third of the course focuses on natural resource and other environmental contexts, particularly climate change resilience and adaptation, to appreciate the role of community and/or development in that particular context. Throughout the course, special attention will be given to the data, tools and resources that can be applied to support community development.

## Learning Outcomes

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

a. Define place-based community;

b. *Critique and evaluate theories explaining community capacity and community development strategies in a case study community;

c. Connect the three main theoretical perspectives in sociology to place-based community;

d. Explain the creation and reproduction of inequality in communities based on class, race, ethnicity, gender, and migration;

e. Recognize the diversity of communities and the need for differentiated knowledge production;

f. Discuss development as a balance between market, state, and civil society sectors;

g. Outline the key development actors for each of these three sectors;

h. Provide a definition of development that encompasses human well-being, environmental sustainability, and economic equity and growth;

n. Apply the Community Capitals Framework to describe, plan, and evaluate community development initiatives, and predict their future outcomes based upon cumulative causation;

o. Situate how social, political and economic processes influence communities and apply relevant theories;

p. Describe the loss of Gemeinschaft community and growth of mass society in the modernized world;

q. Analyze community governance from various sociological perspectives;

r. Explain how various communities respond to environmental changes and specific natural resource dilemma;

s. Define power and apply theories on community conflict to community case studies and a model community;

t. Develop a model community based on the knowledge of theories and available literature;

i. Explain the role of collective agency in community development;

j. Explain the various roles of community residents in addressing environmental, health, social, and economic issues;

k. *Analyze how various communities can respond to climate related changes;

l. Explain social capital based upon its three types;

m. Differentiate four community development models and understand their theoretical and historical background and their scope of application;

u. *Evaluate the community capitals in a case study community in relation to climate adaptation

v. *Create a climate adaptation plan based on community development principles in a case study community.

w. Recognize the importance of teamwork and leadership skills in community practice;

x. Summarize and analyze community development literature to illustrate relevant theories, processes, and implications for a model community.

*To achieve deeper engagement of students in the subject matter of the course and the associated learning outcomes of ENR 3500. Three learning outcomes of the core ENR 3500 course have been revised to achieve outcomes consistent with an Honors course. The table below identifies the core ENR 3500 course learning outcome and the revised 3500H learning outcome.

| 3500 Learning Outcome | 3500H Learning Outcome |
|---|---|
| Apply and critique theories explaining place-based communities to case studies and explain why theory is important to community development as well as to social activism; | Critique and evaluate theories explaining community capacity and community development strategies in a case study community |
| Explain how various communities respond to environmental changes and specific natural resource dilemma; | Analyze how various communities can respond to climate related changes |
| Apply the main principles of community development goals and action plans on a model community; | Evaluate the community capitals in a case study community in relation to climate adaptation<br><br>Create a climate adaptation plan based on community development principles in a case study community. |

# General Education Expected Goals & Learning Outcomes

As part of the Lived Environments category of the General Education curriculum, this course is designed to align with the goals listed below and prepare students to be able to achieve the identified learning outcomes (LO):

**Lived Environments Goals:**

| |
|---|
| 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.] |
| 2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. |
| 3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live. |
| 4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them. |

**Expected Learning Outcomes of the Lived Environments course:**

The table below identifies what a successful student will be able to do upon completion of a Lived Environments theme course, including the specific course learning outcomes of ENR 3500H that align with the Lived Environments learning outcomes by noting the letter of the appropriate outcome identified in the earlier table:

| GE Learning Outcome | Specific course outcomes |
|---|---|
| 1.1. Engage in critical and logical thinking about the topic or idea of the theme. | a, b, c, l, m, p |
| 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | d, e, f, g, o, q, s |
| 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme. | h, i, n, s, t, x |
| 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. | w |
| 3.1. Engage with the complexity and uncertainty of human-environment interactions. | h, j, r, u |

| 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space. | j, k, r, u |
|---|---|
| 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors. | h, j, k, r, u |
| 4.2. Describe how humans perceive and represent the environments with which they interact. | u, v |
| 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments. | x |

# How this Course Meets the Lived Environments ELOs:

Students will engage in theoretical and applied explorations and analysis of place based communities, theories of community, community development and the environment.  Students will focus particularly on the Community Capitals Framework (CCF) as a tool for describing and understanding community and the opportunities for development.  The case of climate change will be a primary focus for investigating the relationship between communities, place and the environment.  Students will engage in a process of understanding how communities and the environment intersect and create challenges or opportunities for managing climate change and associated problems.  The course will culminate in students synthesizing their understanding of community, development, climate and adaptation writing and presenting a climate adaptation plan that outlines strategies for managing the interaction of people with the world around them.

# How This Course Works

**Mode of delivery:** This course is delivered in-person. We will meet in person during each class session throughout the semester (with the exception of university holidays). If modifications are required to the planned meeting schedule, the instructor will communicate any changes using the Announcements tool in CarmenCanvas.

**Pace of activities:** This course is organized around our **twice weekly sessions** with a set of readings and assignments for each session as described in the schedule and through the course webpage.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. Moreover, each of you brings unique and important experiences, knowledge, and perspectives that can enrich the learning for all of us. With that in mind, active participation in class discussions and activities makes up a significant component of your grade for this course (described in more detail below).  As this course is primarily discussion based, your attendance at each class session is critical. All absences should be approved by contacting the instructor via e-mail *prior* to the class session that will be missed; for illness and unexpected emergencies that cannot be anticipated in advance of the class, an e-mail with an explanation (including a doctor's note) after the fact is acceptable. Unexcused absences will result in reduced participation points.

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

Because of the interactive nature of this course, students are expected to attend class sessions prepared (defined as having read and reflected upon readings and course content) and actively participate in class discussions. Participation will be observed throughout the term and counted towards the course grade (see below).

While our discussions will involve an active and vigorous exchange of ideas, participants are expected to demonstrate respect for one another at all times. This does not mean we cannot disagree. Differences in beliefs and understandings are welcome and are expected to be communicated with respect for others' beliefs.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Lyon, Larry and Robyn Driskell.  2012.  The Community in Urban Society (second edition).  Long Grove, IL:  Waveland Press.

- Additional required readings, such as journal/media articles, book chapters/sections or links to visual and audio materials are posted on the class's Carmen page (https://carmen.osu.edu).

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.

**Potential additional equipment needs**

- **Webcam:** built-in or external webcam, fully installed and tested

- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access (go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-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.

- [Install the Duo Mobile application](#) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](#) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](#) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: [go.osu.edu/it](#)

- **Phone:** [614-688-4357 (HELP)](#)

- **Email:** [servicedesk@osu.edu](#)

# Grading and Faculty Response

| Assignment Category | Points |
|---|---|
| Community Case Study Research Activity #1: Community Indicators | 30 |
| Midterm Exam | 60 |
| Community Case Study Research Activity #2: Community Culture and Social Capital | 25 |
| Community Case Study Research Activity #3: Community Resources and Infrastructure | 25 |
| Community Case Study:  Climate Action Planning and Recommendations | 50 |
| Classroom Attendance and Participation | 50 |
| Final Exam | 60 |
| **Total Points** | 300 |

See Course Schedule for due dates.

## Descriptions of Major Course Assignments

Grades will be based on performance on the following activities. Assignments will generally be submitted electronically through our course page on Carmen.  Guidance regarding a rubric for case study assignments and formatting guidance will be posted on Carmen.

- **Midterm exam (60 pts. possible):**  A midterm, in class exam will take place on XXXX, XX.  The exam will be worth 60 points and comprise 20 percent of the final grade.  Students will be asked to answer a series of short answer, essay, matching and/or multiple choice questions concerning course materials covered from the start of the course up to the date of the exam.

- **Community Case Study Research and Assessment Activities:**  A core component of this course are a series of activities intended to document a

community case study culminating in the development of a written report and oral presentation of a climate action plan.  We will begin focusing on a set of 10 to 12 communities to evaluate with activity #1, and a subset of four to six communities will be identified for activities 2, 3 and the climate action plan.  The initial roster of communities has been identified in advance in collaboration with OSU Extension professionals.

- o **Activity #1, Community Indicators (30 pts):**  A community indicators written assignment (3 to 4 pages, double spaced and including figures). We will spend one class session as a "lab" working on this assignment, but it will also require time outside of class to complete this assignment. This assignment is designed as a way for you to gain first hand experience reviewing and organizing demographic or related secondary data to describe a community.  Students will be required to submit a short written report that briefly describes and interprets one or more series of data related to a community attribute.  The report should include one or more appropriate data tables, graphs or figures and narrate the data findings and their possible implications.  This assignment is worth 30 points (10 percent of the final grade) and is due at the beginning of class on XXX,XX. The grade for this assignment will be based on completeness of the assignment, appropriate organization of data, accuracy of the interpretation as well as the written quality of the work.
- o **Activity #2, Community Culture and Social Capital (25 pts):**  At the completion of Activity #1, teams of four or five will be organized to investigate in more detail the "community capitals" of a subset of communities investigated in activity #1.  Team membership will be assigned by the instructor with student input.  Activity #2 aims to assess the community's cultural and social capital.  This will be completed through visual assessments and investigation of the community (either remotely via on-line resources or through site visits) as well as inventories of social organizational capacity and activities.  We will spend time in class discussing the assignment requirements as part of a "lab" session.  A six to eight page written report will be submitted by the group regarding the community.  Where possible, each group will work with a local informant (identified through OSU Extension or other community leaders).  This assignment is worth 25 points and is due at the beginning of class on XXXX,XX.
- o **Activity #3, Community Resources and Infrastructure (25 pts):** Building off activity #3, each community investigative team will conduct a review of local city budgets, assess financial institutions, identify whether community foundations exist, and related indicators of financial capacity. Additionally, the groups will look at community infrastructure (including water, waster, internet, etc.) and assess its presence.  We will spend time in class discussing the assignment requirements during a "lab" session.  A six to eight page written report will be submitted by the group regarding the community.  Again, as possible, each group will work with a local

informant (identified through OSU Extension or other community leaders). This assignment is worth 25 points and is due at the beginning of class on XXXX,XX.

- o **Climate Action Planning and Recommendations (50 points):** The culmination of these community research activities will be multi-part review of community resilience and action. Examples of community action plans will be reviewed in class. Further details regarding the expectations for this assignment will be discussed in class, including "lab" sessions. A ten to twelve page written report will be submitted by the group regarding the community as well as an oral presentation of the plan will be delivered during the final class session of the semester. Presentations will be approximately 15 minutes in length. Both the written submission and the oral presentation should be crafted as if they will be delivered to the communities understudy. Again, as possible, each group will work with a local informant (identified through OSU Extension or other community leaders). This assignment is worth 50 points and is due at the beginning of class on XXXX,XX.

  **Note**: Group project work can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. Guidelines for the assignments will be made as clear as possible for each activity and assignment and posted on Carmen. Please let the instructor know of any questions.

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

- **Classroom Attendance & Participation (50 pts possible):** For an Honors class attendance and participation in quality classroom engagement are critical to the courses success. Attendance will be taken for each class session. See attendance policy on page 6. Students will receive 1 pt for each non-exam class session attended up to 22 pts (there are 30 opportunities). Students will further be assessed on the quality of their participation in the class, with an evaluation of participation occurring at the midpoint of the course (14 pts) and at the completion of the course (14 pts).

- **Final Exam (60 pts possible):** A final exam will take place on XXX. Students will be asked to answer a series of short answer, essay, matching and/or multiple choice questions concerning course materials covered from the date of the midterm to the final class period on XXX. Material covered prior to the midterm may appear on the final exam but only if prominently referenced in a lectures or written materials post-midterm. Such material will be noted during the in-class final review. If interest is sufficient, a review/help session might be organized on dates to be determined following the final class session (which is a review

session) before the final exam.  The final exam will be administered during the final exam time for the course, please see the Carmen course schedule for details.

# Late Assignments

Please refer to this syllabus and Carmen for due dates. Late assignments will be docked 10% of the points possible per calendar day late. All health-related accommodations for late assignments will require documentation (e.g., accommodations through the office of Student Life Disability Services (SLDS), a doctor's note, etc.).

# Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **36 hours on days when class is in session at the university (quicker during weekdays and likely longer over weekends)**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days of the assignment due date**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

# Grading Scale

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

# Other Course Policies

## Discussion and Communication Guidelines

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

### 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:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

# Copyright for Instructional Materials

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

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

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

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:
1. Online reporting form at [equity.osu.edu](equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,

3. Or Email equity@osu.edu

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

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

# Diversity

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
- https://cbsc.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at https://cfaesdei.osu.edu/about-us/cfaes-principles-community. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://cfaesdei.osu.edu/). If you have been a victim of or a witness to harassment or discrimination or 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 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, 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.

# 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 CarmenCanvas.

# ACCESSIBILITY ACCOMMODATIONS 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; 614-292-3307; or slds.osu.edu.

## Accessibility of Course Technology

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

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

# Course Schedule

See below for the preliminary schedule of course topics, readings, and assignments. The schedule and assigned readings may be adapted based on student interest, class needs, and availability of guest speakers. Refer to the CarmenCanvas course for up-to-date due dates.

| Week | Dates, Course Topics, Assignments, Deadlines |
|---|---|
| **Week 1** | Course introduction, expectations, Syllabus, and Concept of Community<br><br>**Session 1**:  Course introduction; Review of Syllabus; Introduce Case Study plan<br><br>**Session 2**:  Why Community & the Concept of Community<br>• Assigned Reading:  Lyon and Driscol Chapter 1:  The Concept of Community |
| **Week 2** | Community Capitals Framework & Lab<br><br>**Session 3:**  Introduction to Community Capitals Framework<br>• Assigned Reading:  Medium Article on Community Capitals<br><br>**Session 4:**  Community Indicators Lab Session<br>• Assigned Reading:  Lyon and Driscol Chapter 10:  Community Indicators<br><br>**Assignment**:  Community Case Study:  Community Indicators |
| **Week 3** | Forms of Community<br><br>**Session 5:**  The Rural/Urban Continuum<br>• Assigned Reading:  Lyon and Driscol Chapter 2:  The Typological Approach:  Community in a Rural/Urban Continuum<br><br>**Session 6:**  Community as a Spatial Phenomenon<br>• Assigned Reading:  Lyon and Driscol Chapter 3:  The Ecological Approach:  Community as a Spatial Phenomenon. |
| **Week 4** | Forms of Community (cont.)<br><br>**Session 7:**  Ecological Approach to Community<br>• Assigned Reading:  Lyon and Driscol Chapter 3<br><br>**Session 8:**  Community as Social Network |

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|---|---|
| | • Assigned Reading:  Lyon and Driscol Chapter 4:  The Community as a Social Network<br><br>**Assignment:**  Community Indicators assignment due |
| **Week 5** | Conflict Approach and Lab<br><br>**Session 9:**  Community Culture and Social Capital lab<br>• No assigned readings<br><br>**Session 10:**  Conflict Approach to community<br>• Lyon and Driscol Chater 5:  The Conflict Approach:  Marx Finally Comes to the City<br><br>**Assignment:**  Community Culture and Social Capital activity assigned |
| **Week 6** | Conflict (cont), Synthesis and Review<br><br>**Session 11:**  Conflict approach (cont.)<br>• Screening of the film "The Garden" in class<br><br>**Session 12:**  Synthetic review of approaches to community; midterm exam review<br>• Lyon and Driscol Chapter 6:  Multiple Approaches to Community |
| **Week 7** | Midterm Exam & Community Development<br><br>**Session 13:**  Midterm Exam<br><br>**Session 14:**  Community Development; Community Capitals revisited<br>• Assigned Reading:  Lyon and Driscol Chapter 8:  Community Development |
| **Week 8** | Community Capitals in depth<br><br>**Session 15:**  Natural, Financial, Built Capital<br>• Assigned Reading:  Flora, Flora and Gastayer material<br><br>**Assignments:**  Community Culture and Social Capital research activity due |
| **Week 9** | Lab and Community Capitals in depth |

| | Session 16: Resources and Infrastructure Lab<br>• No assigned readings<br><br>Session 17: Cultural and Human Capital<br>• Assigned reading: Flora, Flora and Gastayer material<br><br>Assignments: Community Resources and Infrastructure research activity assigned |
|---|---|
| **Week 10** | Community Capitals (cont.) and Climate Action<br><br>Session 18: Social and Political Capital<br>• Assigned Reading: Flora, Flora and Gastayer material<br><br>Session 19: Synthetic review of Community Capitals framework<br>• Assigned Reading: Emery and Flora, Spiraling Up |
| **Week 11** | Sustainable Development and Social Impact Assessment<br><br>Session 20: Climate change and Sustainable Development<br>• Assigned Reading: Green and Haines, Community Sustainability article<br><br>Session 21: Social Impact Assessment framework<br>• Assigned Reading: Gramling and Freudenburg Article: Opportunity-Threat, Development and Adaptation.<br><br>Assignment: Community Resources and Infrastructure Research activity assignment due |
| **Week 12** | Climate Action Plans<br><br>Session 22: Community Resilience, Vulnerability, and Adaptation<br>• Assigned Readings: Campbell, Singh, and Sharp "Rural communities Response to Climate Change<br><br>Session 23: Climate Action Plans<br>• Assigned Readings: sample climate action plans, Columbus and Pittsburg<br><br>Assignment: Assign Climate Action Planning exercise |
| **Week 13** | Population and Justice<br><br>Session 24: Community, Climate, Population and Migration<br>• Assigned Reading: Bittle article on climate and migration<br><br>Session 25: Community, Climate and Justice<br>• Film screening, TBD |

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|---|---|
| **Week 14** | Lab<br><br>**Session 26:** Climate Action Plan Lab<br>• No Assigned Readings |
| **Week 15** | Food and Disaster<br><br>**Session 27:** Civic Agriculture<br>• Assigned Readings: Lyson, Civic Agriculture<br><br>**Session 28:** Community and Natural Disasters<br>• Assigned Readings: UN Relief Agency and FEMA related materials, including Hurricane Katrina background |
| **Week 16** | Action Plans and Review<br><br>**Session 29:** Final exam review & Action Plan presentation preparation<br><br>**Session 30:** Community Action Plan presentations<br><br>**Assignment:** Community Case Study Climate Action Plan presentations and reports due |
| **Final Exam** | Final Exam will be held during designated time |

# GE THEME COURSES

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

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

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

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

## Course subject & number

## General Expectations of All Themes

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

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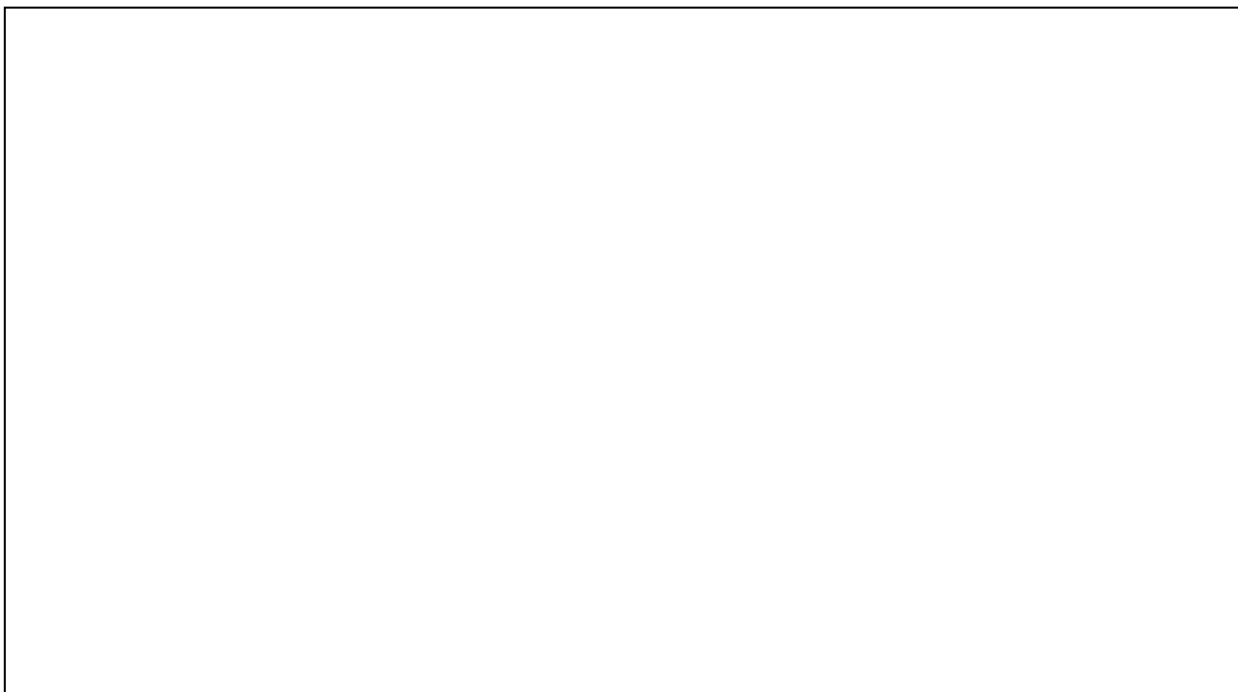In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. _(50-500 words)_

Course subject & number

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

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

Course subject & number

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

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

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

Course subject & number

<u>Specific Expectations of Courses in Lived Environments</u>
**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

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

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

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.**
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

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