

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4444
Course Title	The Sustainability Games
Transcript Abbreviation	SustainabilityGame
Course Description	This course is all about "serious" games: games that go beyond mere entertainment and veer into learning-by-playing. Focusing our academic journey on sustainability-themed tabletop games -- en route to creating your own -- you and your fellow players will be challenged to deconstruct, assess, and envision a future where everyone has a seat at the table now and in the future. Who's ready to play?!
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx or equiv, or GE foundation writing and info literacy course; and Soph, Jr, or Sr standing; or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability; Research Seminar

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

- Identify key stakeholders when it comes to addressing sustainability-related challenges.
- Apply systems thinking to articulate the complexity of emergent, cause-and-effect relationships between and across multiple lived environments.
- Use the comparative method to analyze common themes, with particular regard to gameplay and design.
- Assess a wide range of adaptation and mitigation strategies for addressing sustainability-related concerns, with regard to such decision-making influences as economic systems and social justice.
- Communicate how society and culture have influenced and continue to influence their individual and collective behaviors and processes.

Content Topic List

- sustainability
- board games
- gameplay
- board game design
- serious games
- tabletop games

Sought Concurrence

Yes

Attachments

- Concurrence CS 4444 - English - yes.pdf: English concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Design - yes.pdf: Design concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Communication - yes.pdf: Communication concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - CSE - N.A..pdf: CSE concurrence (N/A)
(Concurrence. Owner: Arceno, Mark Anthony)
- COMPSTD 4444 - The Sustainability Games v1.0.pdf: Original syllabus
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Curriculum Map for CS Major - 050525.pdf: Curriculum map
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Physics - yes.pdf: Physics concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - EEOB - yes.pdf: EEOB concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - School of Earth Sciences - yes.pdf: School of Earth Sciences concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Center for Life Science Education - yes.pdf: Center for LSE concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Microbiology - yes.pdf: Microbiology concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Sociology - yes.pdf: Sociology concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Economics - yes.pdf: Economics concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Psychology - yes.pdf: Psychology concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Political Science - no objections.pdf: Political Science concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Geography - yes.pdf: Geography concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - Anthropology - yes.pdf: Anthropology concurrence
(Concurrence. Owner: Arceno, Mark Anthony)
- COMPSTD Sustainability Games v1.5.pdf: Previous syllabus for comparison
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- COMPSTD 4444 - Sustainability Theme ELO Form v1.1.pdf: Sustainability Theme
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Concurrence CS 4444 - CFAES - yes.pdf: CFAES concurrence
(Concurrence. Owner: Arceno, Mark Anthony)

COURSE REQUEST
4444 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
11/14/2025

- COMPSTD 4444 Cover Letter.pdf: Cover letter
(Cover Letter. Owner: Arceno,Mark Anthony)
- COMPSTD 4444 Sustainability Games v2.pdf: Syllabus
(Syllabus. Owner: Arceno,Mark Anthony)
- COMPSTD 4444 - Research and Creative Inquiry Inventory v2.0.pdf: HIP Form
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)

Comments

- A cover letter has been added, as well as an updated syllabus and HIP form. *(by Arceno,Mark Anthony on 11/13/2025 09:14 PM)*
- Please see feedback email sent to department 11-05-2025 RLS *(by Steele,Rachel Lea on 11/05/2025 05:24 PM)*
- Sent back to take care of other concurrences *(by Vankeerbergen,Bernadette Chantal on 06/24/2025 04:28 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	05/16/2025 10:32 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	05/16/2025 10:36 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/24/2025 04:28 PM	College Approval
Submitted	Arceno,Mark Anthony	09/12/2025 08:42 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	09/12/2025 09:19 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/12/2025 09:39 AM	College Approval
Revision Requested	Steele,Rachel Lea	11/05/2025 05:24 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	11/13/2025 09:18 PM	Submitted for Approval
Approved	Perez,Ashley Hope	11/14/2025 09:09 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/14/2025 09:16 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/14/2025 09:16 AM	ASCCAO Approval



November 13, 2025

Dear members of the Themes II Subcommittee of the ASC Curriculum Committee,

First and foremost, we would like to thank you for the support of COMPSTD 4444, “The Sustainability Games,” inclusive of your careful review of the course and subsequent feedback. This resubmission addresses the contingencies as presented in your November 5th email as follows:

1. Please know that we appreciate the concern for ensuring that the proposed Game Fair be attended by members of the community (Demonstration of competence). To reach this aim, and as indicated in the revised HIP form, a public audience score will be embedded/codified in the overall grade of the students’ group game. As such, every effort will be made to invite outside attendees, given that it would be necessary to fulfill this portion of the scoring metric. (The rest of the score will be largely determined by the instructor, class, and peer feedback, but the point here is that the public audience will be able to contribute to the score as more objective recipients of the students’ work.)

Though this is a bit far into the future, we want to note here that the Columbus Area Boardgaming Society and Buckeye Game Fest have been initially contacted for the purposes of generating and gauging their interest in participating. The instructor will of course follow up with them closer to the start of the course.

2. The course description has been adjusted to better identify course content, thematic focus, and the end goal of students creating their own board game. The wording is also geared to suggest from the onset a collaborative environment where students will develop a vested interest in this shared learning.

This course is all about “serious” games: games that go beyond mere entertainment and veer into learning-by-playing. Focusing our academic journey on sustainability-themed tabletop games – en route to creating your own – you and your fellow players will be challenged to deconstruct, assess, and envision a future where everyone has a seat at the table now and in the future. Who’s ready to play?!

3. The “Absences from Class” section has been revised to indicate attention instead to Disability Services.



In addition, we would like to thank the Subcommittee for the recommendation to reach out to Kayla Hennis, who the instructor will contact regarding online gaming account creation in advance of offering the course.

Finally, we would like to bring your attention to the updated syllabus, which has been reconfigured for Autumn 2026 instruction since this won't be available in time as a Spring 2026 offering. (The syllabus needed to be adjusted so that the new date of the Game Fair could be determined and the Columbus Area Boardgaming Society and Buckeye Game Fest by subsequently invited.)

- The updated syllabus makes room for the inclusion of a session on keystone species (7.1), which will help better foreground students' playing of Cascadia and Wingspan (7.2).
- The Library activity (3.2) has been modified to align with new acquisitions in Special Collections focused on games. As such, the focus will not be on cookbooks as previously proposed, but will instead offer a clearer opportunity for students to learn about games and gameplay from more of a historical perspective.
- Other topics have moved around rather than being outright deleted; most notable are two asynchronous class days that were originally proposed as completely off days during Autumn Break Week and Thanksgiving Week.

On behalf of the Department, and as the creator of this course, we trust that you will let us know if there are any additional concerns you would like us to address. Otherwise, we thank you again for your time and attention given to this course.

Sincerely,

Mark Anthony Arceño, Ph.D.

Senior Academic Program Coordinator, Department of Comparative Studies
Associated Faculty, Department of Comparative Studies

COMPSTD 4444: The Sustainability Games | *Sustainability Is Not a Game... It's Serious.*

Instructor: Mark Anthony Arceño, Ph.D. | Location: Sullivant Hall 141

Meeting: Tuesdays from 11:10am-12:30pm, Thursdays from 11:10am-1:35pm

Grader/Recitation Leader: TBD.

What factors go into decision-making when choosing which resources to acquire or utilize? How many steps ahead can one plan for in an age of uncertainty? Are there always winners *and* losers? Or do we all win *or* lose together? This course uses a variety of web-based and tabletop games to simulate a range of ecological scenarios, as we explore local, regional, and global studies of sustainability.

Games as learning tools provide potential for increased engagement with, and understanding of, course content. This is especially true in the case of sustainability education, where concepts (e.g., effectiveness of resource conservation, loss of biodiversity, increased energy emissions, rising tides) are not necessarily evident in daily life and/or are realized when it is all too late. Through single-player, competitive, and cooperative gameplay, we will use our various source materials as case studies for further inquiry into the challenges facing our lived realities, as we attempt to make the theoretical a little more tangible.

Academic and popular articles will complement the rulebooks and games that we will study in this class. In addition, guest visits and reflection papers will be instrumental in completing this course's two-part final project: the creation of an original, sustainability-themed board game; and a short essay based on your role in its creation and your experience throughout the course itself.

On transferable skills: It is equally important to stress from the onset that each experiential learning module will give you a chance to practice and gain transferable skills that will be of benefit to you beyond the scope of our class. These include, but are certainly not limited to, communication, creativity, critical thinking, interpersonal skills, collaboration, problem solving, and project management. Your short essay will ask you to reflect on the achievements you accomplished throughout the course and which transferable skills you gained as a result. Moreover, it should be noted that you will be introduced to a number of sustainability-related careers through the roles you will be playing throughout the semester.

On research and board game development: While you will not be asked to write a research paper in the traditional sense as part of this course, know that we will be mirroring many aspects of the research process as you and your peers develop your respective board game and its accompanying rulebook. This includes identifying a problem or research question and developing a set of expected learning outcomes (as the basis of your game); composing a background statement (as context for the game itself); and conducting comparative analyses (to determine what games already exist, understand different game mechanics, identify how serious topics like sustainability are taught through gameplay, etc., with the end goal of refining the rules of the game). Further, you will formally present the results of your "research" to the class via a simulation/ board game prototype as part of a Game Fair at the end of the semester, and compose a formal deconstruction of your game, reflecting on your experience throughout this research and creative inquiry. **Given the nature of this work, full attendance in this 4-credit High Impact Research and Creative Inquiry course is necessary to best ensure a cohesive gaming experience centered around issues of Sustainability.**

On the Sustainability Theme: The library of games we will study this semester addresses the Six Dimensions of Sustainability, as defined by Ohio State's Sustainability Institute. With particular attention to Human and Natural Systems, Earth and Environmental Systems, and Technology, Engineering, and Design, the pros and cons of our decision-making will be reflective of Society, Culture, and Justice, cognizant of Business, Economy, and Governance, and attentive to both Planetary and Human (individual and community) Health and Well-Being. These dimensions are further noted on Page 3 and will be discussed throughout the semester. Of note, your group's board game must specifically address at least one of these dimensions.

Course Learning Outcomes

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

1. Identify key stakeholders when it comes to addressing sustainability-related challenges;
2. Apply systems thinking to articulate the complexity of emergent, cause-and-effect relationships between and across multiple lived environments;
3. Use the comparative method to analyze common themes, with particular regard to gameplay and design;
4. Assess a wide range of adaptation and mitigation strategies for addressing sustainability-related concerns, with regard to such decision-making influences as economic systems and social justice; and
5. Communicate how society and culture have influenced and continue to influence their individual and collective behaviors and processes.

GE Themes: General

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

Expected Learning Outcomes

1. Engage in critical and logical thinking about the topic or idea of the theme.
2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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.

Expected Learning Outcomes

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

GEN Theme: Sustainability

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

Expected Learning Outcomes

1. Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
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.
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.

We will meet the aforementioned outcomes by way of:

- Autoethnographic/self-reported assignments (e.g., carbon footprint calculations) to understand individual consumption patterns as they relate to sustainability
- Lectures, videos, and guest speakers that/who are meant introduce students to a wide array of sustainability challenges and concerns
- Web-based and physical tabletop games that will allow students to simulate various scenarios
- Reflection papers that will ask students consider what they learned through gameplay and connect additional readings and assignments to those experiences
- Development of an original game, inspired by our course materials (i.e., games), that addresses a contemporary sustainability issue and concurrently offer opportunities for students to practice a range of transferable skills

Six Dimensions of Sustainability Conceptual Framework

The Ohio State Sustainability Institute identifies the core of sustainability & resilience education at the intersection of engagement with the physical & natural sciences; engineering & tech; social sciences, business, law, policy, and planning; and humanities & arts. Rather than engage in sustainability discourse strictly from the humanities and arts, this course aims to address the inherent overlaps in these fields *vis-à-vis* the Six Dimensions of Sustainability. The following core thematic topics (also referred to as dimensions of sustainability) will further guide our exploration and application of sustainability principles. At least one of these must be clearly articulated through the game that your group will create by the end of the semester.

Human-Natural Systems: This course approaches the study of sustainability through systems thinking, attending to the ripple effects of changing lived environments as we consider interconnectedness, circularity, emergence, holistic frameworks, synthesis, and relationships. These six defining features of systems thinking should influence how you approach gameplay in this course. In particular, you will be asked to think about coupled human and natural systems, complex adaptive systems, ecosystem services, and social-ecological systems thinking, as potential frameworks for understanding contemporary sustainability challenges.

Earth and Environmental Systems: In order to better understand how different components of human-natural systems relate to one another, you will be introduced to natural resources and phenomena that are impacted by human activities, including but not limited to agriculture, biodiversity, carbon emissions, climate change, land/water use.

Technology, Engineering, and Design: As we think about sustainable pathways for the future, our visits to Waterman Laboratory invite us to think about the various levers and challenges that face the implementation of increased technological use.

Society, Culture, and Justice: This course invites you to think about the pros and cons of decision-making not just in terms of how to “win” the games we play, but how each action taken plays out in the “real” world (and by whom).

Business, Economy, and Governance: Decision-making certainly comes at a cost, whether it be economic, political, social, or environmental.

Planetary and Human Health and Well-Being: We will aim to understand the beneficial relationship of both “healthy” populations (both human and more-than-human) *and* a healthy planet.

Course Materials

All reading/viewing materials will be provided via Carmen and/or shown in class.
Students will need a laptop and create (free) online gaming accounts as instructed.
Students are responsible for transportation to/from Waterman Lab (2548 Carmack Rd).

Graded Course Components

Your overall grade in the course will be based on the scores you receive in each of the weighted course components:

Mini-Deconstructions (15% [5% each]): Throughout the semester, you will be tasked to deconstruct three games (to be chosen from among those played in/through the course). These smaller assignments will introduce you to various components of how to deconstruct (read: critique/review) a game. In addition, each mini-deconstruction will ask you to reflect on two of the six dimensions of sustainability. As part of your final project, you will be asked to complete a full deconstruction of your group's game, including a focused discussion of the dimension of sustainability featured in the game.

Gaming Logbook (15%): Active and engaged participation throughout the semester will be tracked through a gaming logbook. Pre-class assignments (e.g., completing assessments, playing games, reading articles/rulebooks) should be completed in advance of class, such that you are prepared to report on your experience, inclusive of identifying and/or explaining which dimension(s) of sustainability are represented in each game, share any scores, etc., in small- and/or large-group discussions in class. The gaming logbook will appear as a series of assignments on Carmen.

Class Participation (20%): While the Gaming Logbook accounts for class *preparation*, class *participation* is evaluated on your contributions to class discussion. This is not a question of quantity but rather quality. Students should come to class prepared to engage in discussion: *What did you read/do that was interesting to you? What was problematic? What else did it make you think about?* Attendance is necessarily required to participate, especially on days where your presence is needed to play games. Note that attendance during out Waterman Lab visits will be included as part of the Participation score.

Final Project (50% [35% for the actual game, 15% for the deconstruction]): The final project of this course is a sustainability-themed, tabletop (i.e., NOT virtual) board game (prototype) centered around at least one of the six dimensions of sustainability. Your board game's score will be based on a presentation of the game at our Game Fair and should include such details as character pieces, a description of the rules, how you represented sustainability concerns, and how a player/team "wins." While the production of the game is a group effort, the final deconstruction will be a single-player (i.e., individual task).

Working with this course's Grader (when there is a Grader assigned to the course)

In addition to the instructor, the Grader will serve as an immediate resource throughout the development of your group's game. They will also help facilitate game day sessions. That said, the Grader will be primarily responsible for grading your submitted assignments. As a group, students must meet with the Grader at least twice: 1) during Part 2; and 2) before the Game Fair presentation. Failure to meet will result in a drop in the Class Participation overall score.

Late Assignment Policy

All assignments are due by the deadline noted in the course schedule. Except for the final paper, late assignments will be accepted up to three days late with a 10% penalty assessed each day. After three days, the assignment will be considered “missed.” Please contact the instructor as soon as possible if you intend to submit an assignment after the deadline. Unless communicated and excused prior to the due date, missed assignments will not be made-up, and a “0” will be recorded for the assignment. *Communication is KEY!*

Absences from Class

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and activities for every scheduled meeting, adhering as well to University policies regarding health and well-being. Students who need to miss class or who are not able to participate due to illness are expected to contact the instructor as soon as possible to arrange for accommodation. Absences for religious observance, family emergencies, etc., are considered excused with proper documentation. Students in special situations or those requiring specific, long-term, or other accommodation should seek support from appropriate offices including but not limited to [Disability Services](#) (for more information, see pg. 6). *Repeated unexcused absences will adversely affect the student’s final grade for the course.*

Weather or Short-Term Closings

Should in-person classes be canceled, the instructor will notify students as to which method(s) of teaching will be offered to ensure continuity of instruction. Communication will be via email.

Technology Policy

Students are encouraged to use technology to their advantage, while not using it as a crutch or distraction. Whenever possible, we will use online resources such as TopHat, Kahoot!, and web-based / digital sandbox systems to facilitate active learning and in-class discussion. Students are encouraged to reference material electronically rather than necessarily printing out PDFs, and to take notes for their later use. *Cell phones should be silenced and calls only taken in the case of an emergency.*

On the use – or rather, extremely limited use – of AI

TL;DR: Submission of GenAI-generated content as your own original work is considered a violation of Ohio State’s Academic Integrity policy and the Code of Student Conduct because the work is not your own.

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research, and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

As noted in the Code of Student Conduct, students are to complete all academic and scholarly activities with fairness and honesty. Unless expressly discussed and authorized in advance, use of AI is *not* permitted in this course. Students may use programs to help refine their own, original thoughts, but a statement to this effect must be included when submitting final written assignments. Likewise, any AI agents used in the brainstorming process must also be properly cited. Importantly, note that students will be graded based on their original contributions.

Failure to note any work written, developed, created, or inspired by artificial intelligence will be considered plagiarism and a form of academic misconduct to be reported.

UNIVERSITY POLICIES

Academic Misconduct

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

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

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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Disability Services

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

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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 through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

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](#))

COURSE SCHEDULE

Please complete all reading/viewing/participation activities *before* arriving in class on the listed date. Bolded assignments marked with **SUBMIT**: must be turned in by 11:59pm on that week's Friday.

[Human-Natural Systems](#) | [Earth & Environmental Systems](#)
[Technology, Engineering, & Design](#) | [Society, Culture, & Justice](#)
[Business, Economy, & Governance](#) | [Planetary & Human Health & Well-Being](#)

WEEK X: Topic/Thematic Title <i>Overarching question to think about this week</i>		
Meeting Date	Class session topic, themes, activities	Assignments to be completed before arriving to class

PART 1: Individual Gameplay

WEEK 1: Why Play Games? <i>What can board games teach us?</i>		
8/25	Course presentation + breaking the ice (without melting the ice caps)	COMPLETE Syllabus quiz ASAP!
8/27	Introduction to gamification and the notion of "serious" games - What should we look for when determining what serious games are trying to teach us? - How might we assess their effectiveness in conveying sustainability-related concerns?	Douglas and Brauer 2021 Play Grow and Test Your Green Knowledge

WEEK 2: Small Steps for a Long Journey Ahead <i>What role do/can you play in addressing sustainability?</i>		
9/1	Carbon footprinting, offsetting, dieting, and rationing - How much carbon do you use? - Can individual action bring about meaningful change? - What are individuals in local contexts doing to address carbon use? - Should we consider carbon accounting from a producer or consumer perspective?	Reynolds 2010 Complete Global Footprint Network We will respond to question 4 based on Wilting and Vringer 2009's paper. You are not required to read this before class, but at least skimming this will better help prepare you for our discussion.
9/3	Introduction to the Sustainability Institute with Liz Quigley - How do the results of your second carbon calculation compare to your GFN result? - What is OSU doing to address sustainability? - How can students get involved? - Are we on the same page about the six Dimensions of Sustainability? - How feasible is a true zero-waste economy?	Conroy <i>et al.</i> 2024 (read highlighted parts) Play Sort the Trash on Earth ALSO: Complete one of the following carbon calculators <i>before</i> arriving: Conservation International The Nature Conservancy Question 5 is based on a report by Zero Waste Europe; we will discuss the results of their case studies in class.

WEEK 3: Defining “Sustainability” <i>What does “sustainability” (currently) mean to you?</i>		
9/8	Lived environments and systems thinking - Why is it important to deconstruct our environment into sub-/lived environments? - Why study sustainability through systems thinking? - How might systems thinking help in developing your board game?	Liu 2007; Ostrom 2007 The readings for today offer important background in the understanding of Coupled Human and Natural Systems, and the Social-Ecological Systems Framework. In class, we will also discuss Complex Adaptive Systems and Ecosystems Services as frameworks that may also be helpful when identifying gaming mechanisms.
9/10	Cultural learning through games with Jolie Braun - In what ways are games artifacts? - Like other serious games, what can the games we are introduced to teach us about sustainability in specific moments in time and space? Developing your board game (Introduction/Context) - In this session, discuss and identify the “problem” that your board game seeks to address. - What are some initial expected learning outcomes you have for your game? How would you go about ensuring that players of your game learn what you want them to learn?	Meet at Thompson Library, Rm. 105 – make sure to have washed your hands before you arrive (NO hand sanitizer)! <i>Please bring a laptop or notebook+pencil</i> SUBMIT: Representations Exercise by 11:59pm on February 6th As you begin to develop your board game, make sure to choose a topic that speaks in some way to all members of your group. You should <i>all</i> be invested in this focus throughout the semester! In preparation for today’s session, make sure to read at least ONE of the following regarding backward design and think about how it relates to designing your board game: - Daugherty 2006 – Pharmacy Education - Robison 2008 – Media Studies - Mills <i>et al.</i> 2019 – Library Science
WEEK 4: En Route to Collective Action <i>What does sustainability look like on a global scale?</i>		
9/15	The United Nations Sustainable Development Goals - What is the history of the SDGs? - How effective were the games in teaching you about the SDGs?	Play the following games <i>before</i> arriving: Memory (both) Quizz + One other of your choosing
9/17	Wicked science and citizen science - What do wicked and citizen science have to do with serious games? - Guest speaker: How has a group they are working with collectively address a sustainability challenge? Developing your board game (Literature Review/Background) - Who are the actors/stakeholders of your proposed game? - What are some effective game mechanics?	De Sherbinin <i>et al.</i> 2021 (highlighted parts) + Sajan and Sapkota 2025 OR Speelman <i>et al.</i> 2023 Our discussion of wicked science draws from an article by Kawa <i>et al.</i> 2021. This is recommended reading.

As we embark on board games (both online and in-person), consider the following questions, as they will be helpful with both your written assignments and the development of your group's board game.

1. Who/what are the key stakeholders?
2. What are the rules of the game, and how are these connected to real-world processes?
3. How is it determined whether the species, population, etc., “wins” or “loses”?
4. If they are claiming it, what do the authors of the game claim they are trying to teach through the game? That is, what makes the “serious”? Do you think they were effective?
5. In what way(s) does the board game exemplify a dimension(s) of sustainability? How so?
6. What from the game:
 - a. inspires you to consider including it in your game?
 - b. signals to you as something that should *not* be implemented in your game?
 - c. serves as a provocation to think about your own response to the contemporary challenge(s) represented in the game?

PART 2: Competitive Gameplay

WEEK 5: Agriculture <i>What are some of the technologies used in farming and agricultural spaces?</i>		
9/22	Multispecies Animal Learning Complex - What does this newest addition to the Complex mean for OSU? - What can be learned through multispecies engagements?	Meet at Waterman Complex by 2:30pm for Visit #1 In preparation for our visit to the MALC, read Rupprecht <i>et al.</i> 2020.
9/24	Play Agricola (laptop needed) - What aspects of 17th-century farming are recognizable today? - What ancient pastoral regimes are not as common?	Read rulebook for Agricola

WEEK 6: Food Systems <i>What is your role in the food chain?</i>		
9/29	Food Waste - What happens to our food after we've produced and consumed it? - What does Kawa's multi-sited article teach us about food?	Kawa 2016 (you can also listen to this here)
	Developing your board game (Refine the Research Question) - What is the goal of your game? - Is this achievable through gameplay? - Have your ELOs changed?	
10/1	Slow Food and Eating Habits - What is good, clean, and fair food for all? - After playing “Let's Taco 'Bout Waste” in class, what did you learn by playing it?	Chrzan 2004 Let's Taco 'Bout Waste was designed by Rachel Malek (Otterbein University) for a design class during her freshman year.

WEEK 7: Biodiversity and Natural Habitats <i>Why are biodiverse landscapes important?</i>		
10/6	Where does biodiversity live? • What is a keystone species? • According to the literature, how effective is Wingspan as an educational tool? Developing your board game (Methodology) • What are the rules of your game? • How does one “win”?	Use the Exploring Keystone Species map and read about three keystone species (HHMI BioInteractive map) In addition, read: Reid and Niederhauser 2025
10/8	Play Cascadia and/or Wingspan (laptop needed) • How are animals adapted to specific natural environments? • What do you envision as the aftermath of a depleted biome?	Read rulebook for Cascadia and/or Wingspan

WEEK 8: AUTUMN BREAK WEEK		
10/13	<u>Asynchronous Class Day #1: Eurogaming</u> In lieu of attending class in-person, complete the prompts in Carmen, as they relate to the Luton and Freeman 2021 article, which address today’s thematic questions. • What are Eurogames? And how are they different from what we’ve been playing? • What are the components of a gaming deconstruction? In addition, begin reading the rulebook for Settlers of Catan.	
10/15	Autumn Break – No Class	

WEEK 9: Human-Natural Systems <i>What can we learn from space and place?</i>		
10/20	Crafting place • What are some theoretical lenses for understanding space and place? • What is settler colonialism?	Read the rulebook for Settlers of Catan Today’s discussion will center on Veracini 2013’s review of Settlers of Catan, as well as Loring-Albright 2015 and Nijdam 2024. In preparation, compare Loring-Albright’s modifications to original rules for Catan. See Whyte 2018 for additional information.
10/22	Play Settlers of Catan (laptop needed) • How does this American board game compare to what you learned in the introduction to Eurogames? • How difficult might it be to “settle,” if certain resources were no longer available to you? • Where does Catan fit in an “age of unsettlement”?	Review rulebook for Settlers of Catan Review Loring-Albright 2015’s modifications

WEEK 10: Technology, Engineering, & Design		<i>What are some of the challenges in introducing tech?</i>
10/27	Controlled Environment Agriculture Research Complex - What are the roles of humans (and non-humans) in this space? - What are researchers doing to address contemporary agricultural challenges?	Begin reading the rulebook for Catan: New Energies Meet at Waterman Complex by 2:30pm for Visit #2 In preparation for our visit to the CEARC, it is highly recommended that you read/skim Gan <i>et al.</i> 2023
10/29	Play Catan: New Energies - How does this game differ from Settlers of Catan? - How easy is it to balance energy needs and your environmental impact?	Read rulebook for Catan: New Energies SUBMIT: Mini-deconstruction #1

PART 3: Cooperative Gameplay

WEEK 11: Business, Economy, & Governance <i>Why is it important to involve local populations?</i>		
11/3	Guest speaker: Joy McCorriston, Challenges in Maui and Hawai'i - What are the environmental, social, and cultural challenges facing the Hawaiian Islands? - What aspects of Sustain Hawaii's Framework resonate with you and this class?	Read Sustainability as a Game: Sustain Hawaii Framework
		Fusté-Forné and Jamal 2020 +
		Kim <i>et al.</i> 2019 (highlighted parts) OR Mahmoodi <i>et al.</i> 2021 (highlighted parts)
11/5	Play Green Business Owner Hawaii - What are the tensions between developers and residents? - Are sustainable/cooperative solutions feasible/realistic?	Read rulebook for GBO: Hawaii
	Developing your board game (Analysis) What aesthetic choices should be made in terms of the landscape design of your game?	

WEEK 12: Earth & Environmental Systems: Animal Extinction <i>What can be done to avoid extinction?</i>		
11/10	The costs of conservation (or lack thereof) What are programs like SAFE and the SSP doing to help populations?	Saini 2018 As part of our discussion, we will draw from Bazilchuk 2019, which talks about how the creation and playing of an award-winning board game involved local people in Kenya and Tanzania in addressing sustainability concerns for both communities and wildlife reserves.
	Developing your board game (Beta Test) What is/isn't working?	

11/12	Play Endangered (laptop needed) • What is threatening animal habitats? • How realistic are this game's mechanics?	Read rulebook for Endangered SUBMIT: Mini-deconstruction #2
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WEEK 13: Energizing the Power Grid <i>How is energy consumption regulated?</i>		
11/17	Introduction to Energetic • What is the Green New Deal?	Read rules for Energetic
	Developing your board game (Discussion) • What needs to change?	Following Energetic's Educator's Guide, we will go over terms such as energy, power, power grid, capacity factor, grid stability, public opinion, etc., so that you are as familiar with the game components as possible.
11/19	Play Energetic	Review rules for Energetic

WEEK 14: THANKSGIVING WEEK		
11/24	<u>Asynchronous Class Day #2: Carbon emissions and sequestration</u> In lieu of attending class in-person, read through the rules of Daybreak and complete the prompts in Carmen, as they relate to our earlier discussions on carbon use at the start of the semester.	
11/26	Thanksgiving Day – No Class	

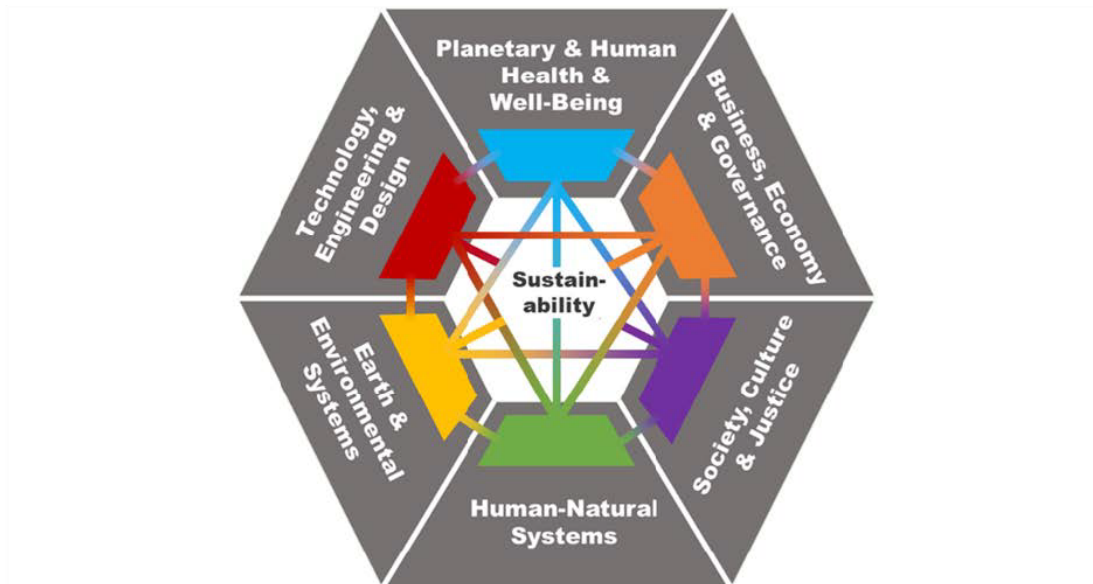
WEEK 15: Winning or Losing Together		
12/1	Play Daybreak • How does this relate to our earlier discussions at the start of the semester on carbon use?	Review the rules for Daybreak <i>before</i> coming to class
	Developing your board game (Final in-class check-in on game before presentations)	
12/3	Game Fair	Have slides and game components ready to present to the class SUBMIT: Mini-deconstruction #3

WEEK 16: Course Wrap-Up		
12/8	Game Fair debrief Writing workshop	Bring draft of group game deconstruction
12/9	<i>Final day of autumn term classes</i>	Deconstruction of group game for extra credit
12/1?	<i>Final exam day</i>	Deconstruction of group game if not submitted earlier for extra credit

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Human & Natural Systems: coupled human-natural systems; integration of environmental, economic, and social factors; systems thinking; resilience of human-natural systems; changes in these systems over time

Earth & Environmental Systems: environmental, earth, and natural resource systems; knowledge of planetary or natural systems, e.g., climate, aquatics, soils, forests, wildlife, geology, ecology, agriculture; AND how these relate to human well-being and sustainability or are impacted by human activities

Business, Economy, & Governance: economic, political, business, and policy processes, including: economy, consumption, production; laws, policy, institutions; business, strategy, management; costs, benefits, tradeoffs; AND how these relate to sustainability or the environment

Society, Culture, & Justice: social and cultural processes, including: justice, equity, values, and ethics; history, religion, and the arts; citizenship; behavior and decision making; power and cultural critique; AND how they relate to sustainability or the environment

Technology, Engineering, & Design: engineering processes; technological innovation; systems design; infrastructure and built environment; human-machine interface; manufacturing processes; life cycle; product design; AND how these relate to sustainability, including lower environmental impacts, greater resource efficiency, or improved resilience

Planetary & Human Health & Well-Being: human health, safety, risk, sustainable livelihoods; social well-being for a community, region, or globally; changes in well-being over time AND how these are impacted by environmental conditions

GE Theme Course Submission: Sustainability

COMPSTD 4444: The Sustainability Games

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

"COMPSTD 4444: The Sustainability Games" approaches games as "serious games," i.e., games intended for purposes other than mere entertainment. In this class, that purpose is to learn how sustainability-themed games engage with teaching and learning about sustainability. In conversation with formal, in-class lectures, as well as academic and popular articles, students' experiences playing games (both online and in-person) will inform their own learning about various dimensions of sustainability (including but not limited to agriculture, biodiversity, climate change, and energy) as they concurrently learn about gameplay mechanics en route to producing their own game prototype centered around sustainability.

Connect this course to the Goals and ELOs shared by *all* Themes

ELO 1.1 Engage in critical and logical thinking.

This course is divided into three parts:

Part 1 focuses on individual gameplay, with activities designed both to introduce students to the basics of sustainability and game board creation, and to encourage them to think early on about their own behaviors with regards to sustainability (highlighting in particular their carbon consumption). They are introduced early on to systems thinking, which serves as a foundation for their holistic exploration of sustainability throughout the semester. It concludes with a module that aims to help them see that addressing sustainability is something more than just an individual game.

Part 2 focuses on competitive gameplay, as we question the notion of whether there are "winners" and "losers," and how this translates to life outside of the board game. Two site visits to Waterman Lab are integrated into this section to help students more tangibly understand intersecting lived environments that complicate the pros and cons of sustainability measures (typically the financial "costs" for more technological solutions, which are otherwise seen as the "solution"). Students will also make connections between the thematic focus of the module with the selected games, whereby the games help connect various actors (e.g., the use of resources to produce food [Agricola] and build cities [Settlers of Catan]).

Part 3 focuses on cooperative gameplay, shifting the focus from “winners and losers” to “winning and losing together.” The games chosen for this section of the course are the most complicated (outside of the fact that students are needing to work cooperatively and make decisions together), though it is expected that their previous gameplay experience in previous weeks will prepare them for the challenge.

Alongside the gameplay and selected topics of study, the syllabus/course material is scaffolded in such a way as to guide students through the process of board game creation which is further intended to mirror the research process.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

This course takes as its inspiration the six dimensions of sustainability, as outlined by the Sustainability Institute’s Sustainability Education and Learning Committee, either informing or serving as the central point of reference for each module. Each module approaches the presented modular theme through a combination of at least one reading, game, and lecture per week; importantly, the rulebooks, are considered required reading and may take the place of an academic/popular article given the games’ overall complexity. For example, in Week 9, our focus on Technology, Engineering, and Design includes a recommended reading on Controlled Environment Agriculture (Gan *et al.* 2023), as students also need to read the rulebook for Catan: New Energies; a visit to the CEARC to learn what Ohio State’s Waterman Lab is learning through technology and research; and a longer class session to play through Catan: New Energies. As is the case with all of the games, the students will need to complete a Gaming Logbook entry that includes their reflections having played the game and what they learned about sustainability through its gameplay.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

As alluded above, students explore various aspects of sustainability through a variety of modalities. In-class lectures provide additional context and space to ask questions / further understand core concepts of the assigned articles and game(s) planned for a given week. Class participation will include both verbal and poll-style quizzes through TopHat and/or Kahoot! to allow for added knowledge checks. Through their mini-deconstruction projects, students are asked to critique/review a board game of their choosing; the mini-deconstructions are opportunities to practice composing a deconstruction (a full one of which is required as part of the final project), responding to such questions as why a game “works” (not just how) and what about sustainability (i.e., dimension(s) of sustainability) it addresses. They will also be asked in their final deconstruction to reference back to course materials and class discussions.

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.

The Gaming Logbook provides the clearest mechanism for students to reflect on both their learning through each game and learning about sustainability throughout the semester. The carbon footprint exercises at the beginning of the semester (Week 2) will be presented as a challenge to see if reductive measures can be made by the end of the semester; this will be referenced and discussed again in Week 14 when we discuss carbon sequestration and students play through Daybreak. Finally, the final deconstruction will require a reflection of each students' learning through the process of creating a board game. It should also be noted that, given the emphasis placed on transferable skills, students will also reflect on the skills they gained as a participant of the course and of their game board group.

Goals and ELOs unique to Sustainability

ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

This ELO will be discussed throughout the entirety of the semester, as students learn about various environmental resources. This will be foreground in our introductory module and made evident in Week 2. The human-environment nexus will be further emphasized in Weeks 3 and 4 as students are introduced to systems thinking approaches (social-ecological systems framework, ecosystem services, coupled human and natural systems, and complex adaptive systems). Indeed, Human-Natural Systems is foundational to this course, which is our topic of focus in Week 8 and as students play Settlers of Catan (and Catan: New Energies in Week 9).

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.

In addition to an introduction of global climate change in Part 1 of the course (to establish a context for understanding sustainability over time), the role of technology will be made especially evident through our discussions of agriculture (Week 5) and energy use (Week 9). Students will also visit Waterman Lab's MALC and CEARC to learn about the technological advancements installed in these spaces in the name of sustainability and efficiency. Finally, students will gameplay choices centered around technology through Energetic and Daybreak. The Gaming Logbook and final deconstruction will provide students with opportunities to analyze and critique the roles of humans (past, present, and future behaviors) in relationship to the environments they're a part of.

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.

Students' explicit statement of values will be most clearly evidenced in their final deconstruction project, as well as in the development of their board game, with particular consideration of students' proposed solution(s) to the dimension of sustainability they have chosen to highlight in their group game. In addition, Gaming Logbook assignments related to each game they have played throughout the course of the semester will include a question asking students to identify the sustainability problem(s) presented in the game and their sense of how realistic the game is (in terms of how the problem plays itself out through the gaming scenario, the potential solution/s to those challenges being suggested by the game itself when applied to real life, etc.), citing course and outside sources, as applicable. These entries will also serve as a foundation for in-class discussions.

Research and Creative Inquiry Course Inventory

Overview

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

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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

Accessibility

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

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

A large, empty rectangular box with a black border, intended for a syllabus entry. The box is light gray and occupies the lower half of the page.

5. Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

6. Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

Program Learning Goals:

- *Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR						
NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY						
		Program Learning Goals				
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv
CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.						

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	Beg	Beg	Beg	Beg
CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2343 Slavery, Gender, and Race in the Atlantic World	Beg	Beg	Beg	Beg	Beg	Beg
CS 2345 Comedy, Culture, and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3007 Technology, Science, and Citizenship	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4444 The Sustainability Games	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv

CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3168 History of God	Int	Int	Int	Int	Int	Int
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv	Adv	Adv	Adv	Adv
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

**COURSES FROM OTHER DEPARTMENTS THAT FULFILL
EITHER MAJOR FOCUS OR ELECTIVES**

Department and Course			Department and Course		
AFRICAN AMERICAN AND AFRICAN STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	3440 Theorizing Race	Int	Int
2201 Major Readings in African American and African Studies	Beg	Beg	4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv
2218 Black Urban Experience	Int	Int	4535 Topics in Black Masculinity Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv

2288 Bebop to Doowop to Hip-hop: The Rhythm and Blues Tradition	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
ANTHROPOLOGY					
2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
EAST ASIAN					
3446 Asian American Film	Int	Int			
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv
FRENCH					
2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		
GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			

HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro to the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					
2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN					

3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			
SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
2341H Moving Image Art	Beg	Beg			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	4375 Women and Visual Culture	Adv	Adv
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
YIDDISH					

3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			
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Arceno, Mark Anthony

From: Arceno, Mark Anthony
Sent: Friday, September 12, 2025 7:40 AM
To: Osborne, Jeanne; Hu, Wuyang; Pintor, Lauren
Cc: Vankeerbergen, Bernadette; Perez, Ashley
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games

Good morning, Jeanne, Lauren, and Wuyang,

I write to express my sincere gratitude to you all for your time, attention, openness, and care brought to this concurrence process over the past several months. I remain thankful for these communications and find the course to be better articulated and inspired than its previous drafts. As I continue to refine it and one day bring it to reality, I will certainly keep your courses in mind, including but not limited to your Intro to Sustainability course and AEDECON 4330, such that I can more clearly distinguish this course from OSU's collective pool of offerings.

With ongoing appreciation,
Mark Anthony

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Mark Anthony ARCEÑO, Ph.D.

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Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

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From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Friday, September 12, 2025 6:14:37 AM
To: Perez, Ashley <perez.390@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Hu, Wuyang <hu.1851@osu.edu>; Pintor, Lauren <pintor.6@osu.edu>
Subject: RE: [Concurrence request] COMPSTD 4444: The Sustainability Games

Dear Ashley and Mark Anthony,

We appreciate the additional time that has been provided for consideration of this course proposal. While we find significant (>70%) overlap with two courses in the CFAES, AEDECON/ENR 2501, Introduction to Sustainability (GE Theme Sustainability) and AEDECON 4330, The Sustainable Economy, the faculty in both AEDE and ENR recognize

that there are differences in perspective as well as the students that might be interested in the various course offerings. The courses may teach to the same learning outcomes utilizing the same core concepts, but with different approaches and worldview.

The faculty do recommend as the course is developed further that the distinctions that make the proposed course unique and a valuable addition to the catalog of courses at The Ohio State University – namely viewing the core concepts/six dimensions of sustainability through an Anthropological and Cultural Studies lens and using elements of game plan and game design to teach core sustainability concepts in particular domains (e.g. food systems or carbon footprints) – be made more clear and integrated into the treatment of the topics, elements and assessments used in the course.

The College of Food, Agricultural, and Environmental Sciences provides concurrence for the new course proposal for COMPSTD 4444, The Sustainability Games, and we look forward to working with your faculty to promote the concepts of sustainability across the campus.

Please let me know if you have any questions or need additional information.

Have a wonderful Friday and weekend!

Jeanne



Jeanne M. Osborne

Assistant Dean for Academic Affairs
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e-mail: Osborne.2@osu.edu

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

Arceno, Mark Anthony

From: Kawa, Nick
Sent: Wednesday, August 20, 2025 5:09 PM
To: Arceno, Mark Anthony
Cc: McGraw, Scott; Perez, Ashley
Subject: Re: Concurrence for COMPSTD 4444: The Sustainability Games

Hi Mark Anthony,
I believe Anna is slated to teaching 3050 in spring '26, which appears to be when you're hoping to teach this too, correct? I don't know which days of the week it'll be scheduled but I can check. If you're teaching 4444 every other year, it's probably not a big deal, but Anna just had noted as a preference to try to stagger them.
Best,
Nick

Nick Kawa, PhD (he/him)
Associate Professor of Anthropology
The Ohio State University

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Date: Wednesday, August 20, 2025 at 4:01 PM
To: Kawa, Nick <kawa.5@osu.edu>
Cc: McGraw, Scott <mcgraw.43@osu.edu>, Perez, Ashley <perez.390@osu.edu>
Subject: RE: Concurrence for COMPSTD 4444: The Sustainability Games

Hi Nick,

Thank you so much for your message and for getting back to me so quickly!

I totally understand the scheduling issue. Would you happen to know when the next time is that Anna would be offering 3050? I only teach one course per semester and teach for French and Italian in the autumn term, so I'd only be available to teach this one in the spring this academic year if this gets approved in time. It would be on a TR schedule, so if she's teaching it again this upcoming spring, hopefully there's not a conflict where students are presented with both options on the same day / at the same time? If 3050 has already been scheduled for a TR timeframe I can see if the space I have held for it could accommodate a switch to MW, or a different time altogether. Would that be okay? If it helps to know, I can also only offer this one every other year, switching out with my cultural food systems class.

In the future, I could try and switch the FRIT offering to be in the spring, in the event that 3050 is only offered in the spring, as well.

Best,
Mark Anthony

From: Kawa, Nick <kawa.5@osu.edu>
Sent: Wednesday, August 20, 2025 3:36 PM

To: Arceno, Mark Anthony <arceno.1@osu.edu>

Cc: McGraw, Scott <mcgraw.43@osu.edu>; Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>

Subject: Concurrence for COMPSTD 4444: The Sustainability Games

Hi Mark Anthony,

I hope you're well and staying afloat in the rising tide of the new semester. I've recently stepped in for Debbie Guatelli-Steinberg (cc'ed here) as director of undergrad studies in anthropology and I wanted to let you know that anthropology is happy to grant concurrence for COMPSTD 4444. Anna Willow did note, however, that there is some overlap with ANTH3050 which she's also teaching as a 4-credit sustainability GE so if it's possible to offer those courses during different semesters, that would be preferable.

Please let me know if you have any other questions for us.

All my best,

Nick

Nick Kawa, PhD (he/him)

Associate Professor of Anthropology

The Ohio State University

Arceno, Mark Anthony

From: Houser, Jana
Sent: Friday, August 22, 2025 6:02 PM
To: Arceno, Mark Anthony
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games

Hi Mark,

As noted, I am just getting off a multi-week leave and a short vacation. So I sincerely apologize for the delay in response.

Our biggest concerns, as I indicated initially, was what our faculty found to be a lack of clarity in geographical topics in both the syllabus and the ELO descriptions. Both documents mention sustainability multiple times, and identify the nexus of human-environment interaction, which are strongly geographic topics. The lead in paragraph states the class will be exploring "local, regional and global studies of sustainability," and the section "On the sustainability theme" identifies multiple ideas that our courses teach to. Yet, we found it difficult to assess the degree of overlap between your course and our courses because there was a general absence of how these ideas would be broken down, how they would be discussed, and what angles your course would cover. We have several classes that explicitly look at sustainability from a variety of lenses including environmental, transportation, and physical sciences. I looked through the most recent files you sent and still did not really see any additional clarity there. (There was also broad consensus that indicated, despite the content of the syllabus which nicely lays out HOW the course will be executed, the actual course CONTENT was nebulous. We were hoping to see specific content topics in the weekly course breakdown that would better help us determine what will actually be taught in terms of sustainability, but still didn't really get clarity.

However, with that said, the breadth of this course likely transcends any of our individual courses, so while there may be elements that you cover that we also cover, we are willing to grant concurrence noting that we don't have any one class that covers the variety of topics we think you are going to cover.

We would like you to please take a look at our course offerings in sustainability and consider bringing in one of our faculty as a guest lecturer for a topic or two that seems particularly relevant/similar to what you are teaching.

Thank you for your patience here.

Have a great week!

-Jana



Dr. Jana Houser
Director of Undergraduate Studies
Associate professor of meteorology.
Atmospheric sciences program.
Department of geography.
The Ohio State University
Columbus, OH

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Wednesday, August 13, 2025 10:23:23 AM
To: Houser, Jana <houser.262@osu.edu>; Coleman, Mat <coleman.373@osu.edu>
Cc: Godfrey, Ryan <godfrey.117@osu.edu>; Urban, Hugh <urban.41@osu.edu>; Perez, Ashley <perez.390@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: [Concurrence request] COMPSTD 4444: The Sustainability Games

Good morning, Jana,

I'm writing just to follow up on this and check in as to whether you/reviewing faculty might have any questions or additional concerns?

With ongoing gratitude for your help with this,
Mark Anthony

From: Arceno, Mark Anthony
Sent: Monday, July 21, 2025 3:09 PM
To: Houser, Jana <houser.262@osu.edu>; Coleman, Mat <coleman.373@osu.edu>
Cc: Godfrey, Ryan <godfrey.117@osu.edu>; Urban, Hugh <urban.41@osu.edu>; Perez, Ashley <perez.390@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: [Concurrence request] COMPSTD 4444: The Sustainability Games

Good afternoon, Jana,

I'm writing just to confirm receipt of my earlier files and response message last month, understanding that convening faculty over the summer is difficult. (And I do see that you're off email for a bit.)

Whenever you are able to get back to this, I do want to make sure you at least have the most recent files to review, which I have updated following comments from other departments/reviewers.

All my best,
Mark Anthony

From: [Arceno, Mark Anthony](#)
To: [Kurtz, Marcus](#)
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games
Date: Wednesday, June 25, 2025 7:35:13 AM
Attachments: [image001.png](#)

Good morning, Marcus,

Thank you so much for your prompt reply. I sincerely appreciate it.

Best,
Mark Anthony

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Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
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Phone: [614-688-0433](tel:614-688-0433) / arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

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From: Kurtz, Marcus <kurtz.61@osu.edu>
Sent: Wednesday, June 25, 2025 6:34:18 AM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: RE: [Concurrence request] COMPSTD 4444: The Sustainability Games

Political Science has no objections to this course.
Best,
Marcus.

Marcus J. Kurtz, chair.
ASC Distinguished Professor of Political Science
Ohio State University
[website](#)

+1.614.292.0952

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, June 24, 2025 6:11 PM
To: Kurtz, Marcus <kurtz.61@osu.edu>; Kogan, Vladimir <kogan.18@osu.edu>
Subject: [Concurrence request] COMPSTD 4444: The Sustainability Games
Importance: High

Good evening, Drs. Kogan and Kurtz,

Please find attached a proposal for a new course that I have developed for the Department of Comparative Studies: "The Sustainability Games."

At this time, it has been requested that I seek concurrence for this course from SBS departments, inclusive of the Department of Political Science, with particular regard to its sustainability component. If you could please email me the Department's response/concurrence, that would be much appreciated by **Wednesday, July 9th**, after which time concurrence would be otherwise assumed.

All my best,
Mark Anthony



Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator, [Department of Comparative Studies](#)
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: 614-688-0433
arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

From: [Arceno, Mark Anthony](#)
To: [Paulsen, Alisa](#); [Wegener, Duane](#)
Cc: [Wareham, Lisa](#)
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games
Date: Wednesday, June 25, 2025 9:23:53 AM
Attachments: [image002.png](#)

Good morning, Alisa,

Thank you so much for your prompt response! I sincerely appreciate it.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: [614-688-0433](tel:614-688-0433) / arceno.1@osu.edu

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Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his

<http://about.me/markanthonyarceno>

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From: Paulsen, Alisa <paulsen.10@osu.edu>
Sent: Wednesday, June 25, 2025 9:06:10 AM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Wegener, Duane <wegener.1@osu.edu>
Cc: Wareham, Lisa <wareham.19@osu.edu>
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games

Hello Mark Anthony,

Thank you for reaching out about your new course. The Department of Psychology offers our concurrence.

Best,
Alisa

Alisa Paulsen, Ph.D.

Director of Undergraduate Programs

The Ohio State University

Department of Psychology
15C Psychology Building
1835 Neil Avenue, Columbus, OH 43210
614-292-5750 Office
paulsen.10@osu.edu / <https://psychology.osu.edu/undergraduate>

Pronouns: she/her/hers

To schedule an appointment with me, visit OnCourse (<https://buckeyes.campus.eab.com/>), call 614-292-5750 or email psychadvising@osu.edu.

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, June 24, 2025 6:02 PM
To: Wegener, Duane <wegener.1@osu.edu>; Paulsen, Alisa <paulsen.10@osu.edu>
Cc: Wareham, Lisa <wareham.19@osu.edu>
Subject: [Concurrence request] COMPSTD 4444: The Sustainability Games

Good evening, Drs. Paulsen and Wegener,

Please find attached a proposal for a new course that I have developed for the Department of Comparative Studies: "The Sustainability Games."

At this time, it has been requested that I seek concurrence for this course from SBS departments, inclusive of the Department of Psychology, with particular regard to its sustainability component. If you could please email me the Department's response/concurrence, that would be much appreciated by **Wednesday, July 9th**, after which time concurrence would be otherwise assumed.

All my best,
Mark Anthony



Mark Anthony ARCEÑO, Ph.D.

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arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his

<http://about.me/markanthonyarceno>

From: [Arceno, Mark Anthony](#)
To: [Abito, Mike](#); [Yang, Huanxing](#)
Cc: [Louise, Amy](#)
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games
Date: Wednesday, June 25, 2025 1:57:13 PM
Attachments: [image002.png](#)

Thank you so much, Mike, for your prompt reply and the Department's concurrence! I sincerely appreciate it.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
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Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarcano>

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From: Abito, Mike <abito.1@osu.edu>
Sent: Wednesday, June 25, 2025 1:46:58 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Yang, Huanxing <yang.1041@osu.edu>
Cc: Louise, Amy <louise.6@osu.edu>
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games

Hi Mark Anthony,

Looks like a very interesting and fun class! The department is happy to give our concurrence for COMPSTD 4444.

Best,
Mike

--



Jose Miguel Abito

Associate Professor and Director of Undergraduate Studies

Department of Economics

421 Arps Hall

1945 N. High St

Columbus, OH 43210

abito.1@osu.edu

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, June 24, 2025 6:20:01 PM
To: Abito, Mike <abito.1@osu.edu>; Yang, Huanxing <yang.1041@osu.edu>
Cc: Louise, Amy <louise.6@osu.edu>
Subject: RE: [Concurrence request] COMPSTD 4444: The Sustainability Games

Much appreciated, Mike!

From: Abito, Mike <abito.1@osu.edu>
Sent: Tuesday, June 24, 2025 6:19 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Yang, Huanxing <yang.1041@osu.edu>
Cc: Louise, Amy <louise.6@osu.edu>
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games

Hi Mark Anthony, we'll review the proposal and will get back to you by the end of the week.

Best,
Mike

--



Jose Miguel Abito

Associate Professor and Director of Undergraduate Studies

Department of Economics

421 Arps Hall
1945 N. High St
Columbus, OH 43210
abito.1@osu.edu

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, June 24, 2025 5:58:06 PM
To: Abito, Mike <abito.1@osu.edu>; Yang, Huanxing <yang.1041@osu.edu>
Cc: Louise, Amy <louise.6@osu.edu>
Subject: [Concurrence request] COMPSTD 4444: The Sustainability Games

Good evening, Drs. Abito and Yang,

Please find attached a proposal for a new course that I have developed for the Department of Comparative Studies: "The Sustainability Games."

At this time, it has been requested that I seek concurrence for this course from SBS departments, inclusive of the Department of Economics, with particular regard to its sustainability component. If you could please email me the Department's response/concurrence, that would be much appreciated by **Wednesday, July 9th**, after which time concurrence would be otherwise assumed.

All my best,
Mark Anthony



Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator, [Department of Comparative Studies](#)
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: 614-688-0433
arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

From: [Arceno, Mark Anthony](#)
To: [Downey, Douglas](#); [Colen, Cynthia](#)
Cc: [Shank, Travis](#)
Subject: RE: [Concurrence request] COMPSTD 4444: The Sustainability Games
Date: Wednesday, June 25, 2025 2:44:00 PM
Attachments: [image001.png](#)

Thank you so much for your prompt response to this request, Doug! I sincerely appreciate it.

Best,
Mark Anthony

From: Downey, Douglas <downey.32@osu.edu>
Sent: Wednesday, June 25, 2025 2:13 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Colen, Cynthia <colen.3@osu.edu>
Cc: Shank, Travis <shank.65@osu.edu>
Subject: Re: [Concurrence request] COMPSTD 4444: The Sustainability Games

Sociology concurs.

Doug Downey

The Ohio State University



Doug Downey (he/him/his) [pronunciation](#)

Distinguished Professor of Arts and Science
Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office

downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, June 24, 2025 6:08 PM
To: Colen, Cynthia <colen.3@osu.edu>; Downey, Douglas <downey.32@osu.edu>
Cc: Shank, Travis <shank.65@osu.edu>
Subject: [Concurrence request] COMPSTD 4444: The Sustainability Games

Good evening, Drs. Colen and Downey,

Please find attached a proposal for a new course that I have developed for the Department of Comparative Studies: "The Sustainability Games."

At this time, it has been requested that I seek concurrence for this course from SBS departments, inclusive of the Department of Sociology, with particular regard to its sustainability component. If you could please email me the Department's response/concurrence, that would be much appreciated by **Wednesday, July 9th**, after which time concurrence would be otherwise assumed.

All my best,
Mark Anthony



Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator, [Department of Comparative Studies](#)
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[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

From: [Arceno, Mark Anthony](#)
To: [Ruiz, Natividad](#)
Cc: [Vankeerbergen, Bernadette](#)
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games
Date: Thursday, June 26, 2025 8:23:39 AM
Attachments: [image001.png](#)

Thank you so much for your prompt reply, Natacha! I sincerely appreciate it.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
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Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his

<http://about.me/markanthonyarceno>

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From: Ruiz, Natividad <ruiz.82@osu.edu>
Sent: Thursday, June 26, 2025 8:00:00 AM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear Mark Anthony,

The Department of Microbiology grants concurrence.

Good luck with your proposed course.

Natacha

Natividad Ruiz, PhD
Professor
Vice Chair for Teaching and Undergraduate Affairs

Department of Microbiology
The Ohio State University

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Tuesday, June 24, 2025 3:59 PM
To: _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>; _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>
Cc: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear all,

Please find attached a proposal for a new course in the Department of Comparative Studies:
“The Sustainability Games.”

Comparative Studies is seeking concurrence for the new course. Please email your responses/concurrences to Mark Anthony Arceno.1 (Senior Academic Program Services Specialist, Dept of Comparative Studies), and cc me. **Responses are due by Wednesday, July 9, 2025.** Concurrence will be assumed if no response is received by that date.

Many thanks,
Bernadette



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Arceno, Mark Anthony](#)
To: [Andrews, Adam](#)
Cc: [Vankeerbergen, Bernadette](#); [Sabel, Jaime](#)
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games
Date: Tuesday, July 1, 2025 9:44:58 AM
Attachments: [image001.png](#)
[image002.png](#)

Thank you so much, Adam! I sincerely appreciate your and the Center's review.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: [614-688-0433](tel:614-688-0433) / arceno.1@osu.edu

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[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his

<http://about.me/markanthonyarceno>

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From: Andrews, Adam <andrews.171@osu.edu>
Sent: Tuesday, July 1, 2025 9:33:37 AM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Sabel, Jaime <sabel.12@osu.edu>
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dr. Arceno,

I write on behalf of the Center for Life Science Education's review of your proposed course, COMPSTD 4444. We do not currently offer any coursework in Biology that would overlap sufficiently to cause concern. Therefore, I happily offer our concurrence and wish you good luck with the approval process.

Regards,
Adam

Adam L. Andrews

Assistant Director for Curriculum & Instruction

College of Arts and Sciences | Center for Life Sciences Education

240D Jennings Hall, 1735 Neil Avenue, Columbus, OH 43210

(614) 247-6345 Office / (614) 292-4390 Fax

andrews.171@osu.edu clse.osu.edu

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

Date: Tuesday, June 24, 2025 at 3:59 PM

To: _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>, _ASC NMS Chairs
Directors <ASC-nms-chairs-directors@osu.edu>

Cc: Arceno, Mark Anthony <arceno.1@osu.edu>

Subject: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear all,

Please find attached a proposal for a new course in the Department of Comparative Studies:
"The Sustainability Games."

Comparative Studies is seeking concurrence for the new course. Please email your
responses/concurrences to Mark Anthony Arceno.1 (Senior Academic Program Services
Specialist, Dept of Comparative Studies), and cc me. **Responses are due by Wednesday,
July 9, 2025.** Concurrence will be assumed if no response is received by that date.

Many thanks,

Bernadette

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Arceno, Mark Anthony](#)
To: [Sawyer, Derek](#)
Cc: [Vankeerbergen, Bernadette](#); [ses_director](#)
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games
Date: Tuesday, July 1, 2025 9:46:01 AM
Attachments: [image002.png](#)
[image003.png](#)

Thank you so much for your and the School's review of the course. I sincerely appreciate it!

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: [614-688-0433](tel:614-688-0433) / arceno.1@osu.edu

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[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

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From: Sawyer, Derek <sawyer.144@osu.edu>
Sent: Monday, June 30, 2025 2:07:55 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; [ses_director](#) <ses_director@osu.edu>
Subject: RE: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear Mark (cc Asst. Dean Vankeerbergen and SES Director Howat),

The School of Earth Sciences has reviewed the course proposal for “The Sustainability Games” and we find no issues with overlapping content.

Thanks and best wishes with this interesting course.

Regards,
Derek



THE OHIO STATE UNIVERSITY

Derek E. Sawyer

Professor, Assoc. Director of Administration

School of Earth Sciences

The Ohio State University

Columbus, OH 43210

sawyer.144@osu.edu

614-292-7243

From: Howat, Ian <howat.4@osu.edu>

Sent: Monday, June 30, 2025 1:44 PM

To: Sawyer, Derek <sawyer.144@osu.edu>

Subject: FW: Concurrence request: COMPSTD 4444 - The Sustainability Games

Derek

I don't see a problem but Please give this a look.

Thanks

Ian

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

Date: Tuesday, June 24, 2025 at 3:59 PM

To: _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>, _ASC NMS Chairs
Directors <ASC-nms-chairs-directors@osu.edu>

Cc: Arceno, Mark Anthony <arceno.1@osu.edu>

Subject: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear all,

Please find attached a proposal for a new course in the Department of Comparative Studies:
"The Sustainability Games."

Comparative Studies is seeking concurrence for the new course. Please email your
responses/concurrences to Mark Anthony Arceno.1 (Senior Academic Program Services
Specialist, Dept of Comparative Studies), and cc me. **Responses are due by Wednesday,
July 9, 2025.** Concurrence will be assumed if no response is received by that date.

Many thanks,

Bernadette



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Arceno, Mark Anthony](#)
To: [Vankeerbergen, Bernadette](#); [Freudenstein, John](#)
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games
Date: Tuesday, July 1, 2025 9:46:51 AM
Attachments: [image001.png](#)

Ditto, John!

I sincerely appreciate the review and concurrence.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: [614-688-0433](tel:614-688-0433) / arceno.1@osu.edu

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Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

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From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Friday, June 27, 2025 2:15:46 PM
To: Freudenstein, John <freudenstein.1@osu.edu>
Cc: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: RE: Concurrence request: COMPSTD 4444 - The Sustainability Games

Thanks, John!
Best,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Assistant Dean, Curriculum
College of Arts and Sciences
114F University Hall, 230 North Oval Mall.

Columbus, OH 43210
Phone: 614-688-5679
<http://ascas.osu.edu>

From: Freudenstein, John <freudenstein.1@osu.edu>
Sent: Friday, June 27, 2025 1:04 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: RE: Concurrence request: COMPSTD 4444 - The Sustainability Games

Hi Bernadette:

EEOB gives its concurrence on this course proposal.

Thanks,

John



THE OHIO STATE UNIVERSITY

John V. Freudenstein, PhD
Professor
Vice Chair for Undergraduate Studies
Director of the Herbarium (OS)
Dept. of Evolution, Ecology and Organismal Biology
1315 Kinnear Road
Columbus, OH 43212
614-688-0363
freudenstein.1@osu.edu eeob.osu.edu

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Tuesday, June 24, 2025 3:59 PM
To: _ASC NMS UG Directors <ASC-NMS-UG-Directors@osu.edu>; _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>
Cc: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear all,

Please find attached a proposal for a new course in the Department of Comparative Studies:
“The Sustainability Games.”

Comparative Studies is seeking concurrence for the new course. Please email your responses/concurrences to Mark Anthony Arceno.1 (Senior Academic Program Services Specialist, Dept of Comparative Studies), and cc me. **Responses are due by Wednesday, July 9, 2025.** Concurrence will be assumed if no response is received by that date.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Arceno, Mark Anthony](#)
To: [Bundschuh, Ralf](#)
Cc: [Vankeerbergen, Bernadette](#)
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games
Date: Tuesday, July 1, 2025 9:49:26 AM
Attachments: [image001.png](#)

Apologies for my delay in reply. Thank you, Ralf, for the review and concurrence !

With appreciation,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
Associated Faculty, Department of French and Italian
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: [614-688-0433](tel:614-688-0433) / arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his

<http://about.me/markanthonyarceno>

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From: Bundschuh, Ralf <bundschuh.2@osu.edu>
Sent: Thursday, June 26, 2025 11:32:51 AM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Re: Concurrence request: COMPSTD 4444 - The Sustainability Games

Dear Mark Anthony,

Physics concurs with this proposal.

Yours
Ralf

On Tue, 2025-06-24 at 19:59 +0000, Vankeerbergen, Bernadette wrote:

Dear all,

Please find attached a proposal for a new course in the Department of Comparative Studies:
“The Sustainability Games.”

Comparative Studies is seeking concurrence for the new course. Please email your responses/concurrences to Mark Anthony Arceno.1 (Senior Academic Program Services Specialist, Dept of Comparative Studies), and cc me. **Responses are due by Wednesday, July 9, 2025.** Concurrence will be assumed if no response is received by that date.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Arceno, Mark Anthony](#)
To: [Fosler-Lussier, Eric](#)
Cc: [Perez, Ashley](#)
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"
Date: Wednesday, May 7, 2025 10:21:58 AM

Good morning, Eric,

Thank you so much for having taken the time to review the materials I sent. You are correct in that there are no computational components to the course (outside of reflecting on online gameplay).

I should have added that I reached out to Design, as well as English and Communication.

With gratitude,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator and Associated Faculty, [Department of Comparative Studies](#)
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Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
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Pronouns: he, him, his
<http://about.me/markanthonyarceno>

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From: Fosler-Lussier, Eric <fosler@cse.ohio-state.edu>
Sent: Tuesday, May 6, 2025 10:38:58 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Berger-Wolf, Tanya <berger-wolf.1@osu.edu>; Munch, Fabienne <munch.31@osu.edu>
Cc: Lyons, Lynn <lyons.220@osu.edu>; Perez, Ashley <perez.390@osu.edu>
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Hi Mark,

I don't see anything computational in nature here (please correct me if I'm wrong) so I don't see the need for CSE to concur.

However, given that there is game design in here, I think you **will** need the concurrence of the Design Department, as they have courses in this area. I'm looping the chair of Design, Dr. Munch, for visibility.

Best wishes,
-Eric

Eric Fosler-Lussier

John I. Makhoul Professor and Acting Chair, CSE

Professor by Courtesy of Linguistics and Biomedical Informatics

Dept. of Computer Science and Engineering, The Ohio State University

fosler-lussier.1@osu.edu

Nodie Antoine

Interim Assistant to Chair and Associate Chairs

antoine.28@osu.edu

From: Arceno, Mark Anthony <arceno.1@osu.edu>

Date: Tuesday, May 6, 2025 at 1:20 PM

To: Fosler-Lussier, Eric <fosler@cse.ohio-state.edu>, Berger-Wolf, Tanya <berger-wolf.1@osu.edu>

Cc: Lyons, Lynn <lyons.220@osu.edu>, Perez, Ashley <perez.390@osu.edu>

Subject: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Good afternoon, Drs. Berger-Wolf and Fosler-Lussier,

I have developed a GEN Sustainability, 4 credit-hour, High-Impact course ("The Sustainability Games," focusing on "serious" gameplay and the development of original **tabletop** board games) that I plan to submit in the Curriculum system for Spring 2026 (trying to be optimistic..), and we are seeking concurrence in advance of the submission. I have attached here the most current version of the syllabus, as well as the GE and HIP forms.

Please know that I am open to any and all feedback that you or your colleagues might have, as I would like to try and get this through the respective committees as expediently as possible with the hopes of running the course in the spring term. (Again, trying to be super optimistic here!)

If there are others I should contact directly, please do let me know. Otherwise, we look forward to hearing from you, hopefully within the next two weeks, after which point concurrence would be assumed.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

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From: [Lynch, Teresa](#)
To: [Arceno, Mark Anthony](#); [Coronel, Jason](#); [Garrett, Kelly](#)
Cc: [Jackson, Kylie](#); [Perez, Ashley](#)
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"
Date: Friday, May 16, 2025 10:03:43 AM

Good morning Mark Anthony,

That adjustment addresses my concerns. Good luck with your continued efforts in developing the course!

Teresa

--

Teresa Lynch, Ph.D.
Assistant Professor
School of Communication
The Ohio State University

Director: [Chronos Laboratory](#)
Pronouns: she/her

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Friday, May 16, 2025 8:53 AM
To: Coronel, Jason <coronel.4@osu.edu>; Lynch, Teresa <lynch.659@osu.edu>; Garrett, Kelly <garrett.258@osu.edu>
Cc: Jackson, Kylie <jackson.3596@osu.edu>; Perez, Ashley <perez.390@osu.edu>
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Good morning, Drs. Coronel and Lynch,

Thanks so much to you both for reviewing this concurrence request with care and particular attention to the course's learning outcomes.

I'm happy to rephrase the learning outcome of concern; how does this read to you?

"Assess a wide range of adaptation and mitigation strategies for addressing sustainability-related concerns, with regard to such decision-making influences as economic systems and social justice."

Happy to otherwise incorporate any additional recommendations!

Best,
Mark Anthony

--

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From: Coronel, Jason <coronel.4@osu.edu>

Sent: Friday, May 16, 2025 8:25:35 AM

To: Arceno, Mark Anthony <arceno.1@osu.edu>; Lynch, Teresa <lynch.659@osu.edu>; Garrett, Kelly <garrett.258@osu.edu>

Cc: Jackson, Kylie <jackson.3596@osu.edu>; Perez, Ashley <perez.390@osu.edu>

Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Hi Mark,

Dr. Lynch and I have now had a chance to review the materials you sent.

Overall, the course is distinct and complementary to our courses. Dr. Lynch did note one minor concern regarding the phrasing of a learning outcome on page 2 of the syllabus:

“Assess motivations for decision-making processes, including but not limited to the influence of economic systems and social justice.”

One of our courses (COMM 3513) also addresses motivation, economic systems (both within and external to games), and social justice themes. They do so from a media/communication science perspective. While there's no issue with content overlap per se (given that your course has a clear focus on sustainability and a different pedagogical approach) it might be helpful to slightly revise the wording of that outcome. The goal would be to ensure that students interested in (media)psychological/communication science approaches to decision-making don't

perceive this course as redundant with what we offer.

However, we think this is a minor point and doesn't affect our overall support for the course. We're happy to provide concurrence.

Please let me know if you'd like us to help draft a revised wording for that learning outcome or if you have any questions.

Best,
Jason

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, May 6, 2025 1:03 PM
To: Coronel, Jason <coronel.4@osu.edu>; Lynch, Teresa <lynch.659@osu.edu>; Garrett, Kelly <garrett.258@osu.edu>
Cc: Jackson, Kylie <jackson.3596@osu.edu>; Perez, Ashley <perez.390@osu.edu>
Subject: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Good afternoon,

I have developed a GEN Sustainability, 4 credit-hour, High-Impact course ("The Sustainability Games," focusing on "serious" gameplay and the development of original tabletop board games) that I plan to submit in the Curriculum system for Spring 2026 (trying to be optimistic..), and we are seeking concurrence in advance of the submission. I have attached here the most current version of the syllabus, as well as the GE and HIP forms.

Especially given the Game Studies Minor, I have also reached out to English and will be sending a message to Design, as the other departments offering the required core courses.

Please know that I am open to any and all feedback that you or your colleagues might have, as I would like to try and get this through the respective committees as expediently as possible with the hopes of running the course in the spring term. (Again, trying to be super optimistic here!)

We look forward to hearing from you, hopefully within the next two weeks, after which point concurrence would be assumed.

Best,
Mark Anthony

--

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Pronouns: he, him, his

<http://about.me/markanthonyarceno>

From: [Arceno, Mark Anthony](#)
To: [Beecher, Mary](#)
Subject: RE: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"
Date: Wednesday, May 14, 2025 1:43:00 PM

Thank you so much! It certainly does!

Best,
Mark Anthony

From: Beecher, Mary <beecher.17@osu.edu>
Sent: Monday, May 12, 2025 3:08 AM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Munch, Fabienne <munch.31@osu.edu>
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Hi Marc,
The Department of Design provides concurrence for this course (CompStd 4444).
Hope this helps,
Dr. Mary Anne Beecher
Undergraduate Studies Chair
Department of Design

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From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, May 6, 2025 7:08:41 PM
To: Munch, Fabienne <munch.31@osu.edu>; Beecher, Mary <beecher.17@osu.edu>; Swearingen, Scott <swearingen.16@osu.edu>
Cc: Tippery, Gabe <tippery.2@osu.edu>; Perez, Ashley <perez.390@osu.edu>
Subject: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Good afternoon,

I have developed a GEN Sustainability, 4 credit-hour, High-Impact course ("The Sustainability Games," focusing on "serious" gameplay and the development of original tabletop board games) that I plan to submit in the Curriculum system for Spring 2026 (trying to be optimistic..), and we are seeking concurrence in advance of the submission. I have attached here the most current version of the syllabus, as well as the GE and HIP forms.

Especially given the Game Studies Minor, I have also reached out to English and Communication, as the other departments offering the required core courses.

Please know that I am open to any and all feedback that you or your colleagues might have, as I would like to try and get this through the respective committees as expediently as possible with the hopes of running the course in the spring term. (Again, trying to be super optimistic here!)

We look forward to hearing from you, hopefully within the next two weeks, after which point concurrence would be assumed.

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

Senior Academic Program Coordinator, [Department of Comparative Studies](#)

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<http://about.me/markanthonyarceno>

From: [Arceno, Mark Anthony](#)
To: [Higginbotham, Jennifer](#); [Hewitt, Elizabeth](#); [Gower, Jameson](#)
Cc: [Ramsey, MaryKatherine](#); [Perez, Ashley](#)
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"
Date: Wednesday, May 7, 2025 1:49:34 PM

Wonderful — thank you so much for your quick response!

Best,
Mark Anthony

--

Mark Anthony ARCEÑO, Ph.D.

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From: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Sent: Wednesday, May 7, 2025 12:56:27 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>; Hewitt, Elizabeth <hewitt.33@osu.edu>; Gower, Jameson <gower.11@osu.edu>
Cc: Ramsey, MaryKatherine <ramsey.240@osu.edu>; Perez, Ashley <perez.390@osu.edu>
Subject: Re: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Dear Mark,

I consulted with Jameson and Beth, and English can grant concurrence for this really interesting new course. Our offerings right now focus on video games, so there's no duplication of content.

All best,
Jennifer

From: Arceno, Mark Anthony <arceno.1@osu.edu>

Date: Tuesday, May 6, 2025 at 12:55 PM

To: Higginbotham, Jennifer <higginbotham.37@osu.edu>, Hewitt, Elizabeth <hewitt.33@osu.edu>, Gower, Jameson <gower.11@osu.edu>

Cc: Ramsey, MaryKatherine <ramsey.240@osu.edu>, Perez, Ashley <perez.390@osu.edu>

Subject: Seeking Concurrence: COMPSTD 4444 "The Sustainability Games"

Good afternoon, everyone!

I have developed a GEN Sustainability, 4 credit-hour, High-Impact course ("The Sustainability Games," focusing on "serious" gameplay and the development of original tabletop board games) that I plan to submit in the Curriculum system for Spring 2026 (trying to be optimistic..), and we are seeking concurrence in advance of the submission. I have attached here the most current version of the syllabus, as well as the GE and HIP forms.

I am noting that English is currently housing a Game Studies Minor (which is why I've included you, Jameson), and will be reaching out to Communication and Design, as the departments offering the required core courses. Are there others that you think I should reach out to, as well?

Please know that I am open to any and all feedback that you or your colleagues might have, as I would like to try and get this through the respective committees as expediently as possible with the hopes of running the course in the spring term. (Again, trying to be super optimistic here!)

We look forward to hearing from you, hopefully within the next two weeks, after which point concurrence would be assumed.

Best,
Mark Anthony

--

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