ENR 2300 - Society and Natural Resources (3 credits)
The Ohio State University
School of Environment and Natural Resources
Summer 2019

Instructor: Clair Bullock
E-mail: bullock.106@osu.edu
Lecture: MWF 11:40am-1:15pm Kottman Hall 104

Description:
Welcome to society and natural resources! I am looking forward to exploring the world of environmental social sciences with you this summer. This course provides an introduction to the interactions between humans, natural resources, and ecosystems, from a social science perspective. The course is designed around the following learning goals and objectives.

Goals:
This course meets the following General Education (GE) requirement in Social Sciences: Human, Natural, and Economic Resources. Students will understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

General Information
Class Time Structure:
We will begin each class with a “recap” of what we learned last class period. Each of you will be required to do one recap. Sign-up sheets for which day you choose will be passed out on Friday 6/7. Recaps should be approximately 5 minutes. You can use PowerPoint, create a handout, create a “quiz,” show a news clipping, movie, song snippet, etc. that helps illustrate what we learned the day before. After recaps I will lecture on new material and save the last few minutes of class for questions.
Course Point Breakdown:
The course is out of 500 points total. The breakdown is as follows:

Exam 1 100 pts
In-class Exercises 100 pts
- Conservation vs preservation (20)
- Nature vs nurture (20)
- Social movements vs. corporate reform (20)
- Tragedy of the commons (5)
- Prisoner’s dilemma (10)
- Wicked problems (5)
- Recaps (10)
- TBD (10)

Out-of-class Exercises 100 pts
- Institutions, socialization, and roles (20)
- Media bias (10)
- TBD (70)

Final Exam 200 pts

TOTAL: 500 points

Extra Credit: Extra credit points are available for submitting news items to me before class that illustrate course concepts, or attending a campus lecture/seminar related to course concepts and submitting a write up summary of the event. For this option, you need to get my approval ahead of time to ensure the event is appropriate. A maximum of 10 extra credit points can be earned.

Grading Scale:
We will use the below grading scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>D</td>
<td>60-66%</td>
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<td></td>
<td></td>
<td>E</td>
<td>Below 60%</td>
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Readings
There is no textbook for this course. All assigned readings will be provided for you on Carmen.

Contacting Instructor about Questions/Concerns
My “office hours” are the last 5-10 minutes of every class, which I leave open for people to approach me with their questions or concerns. I’d be happy to meet with you at another time if you prefer. Please email me (bullock.106@osu.edu) to set up an appointment.

Expectations

Attendance:
Attendance is not mandatory. However, there will be several in-class exercises throughout the semester. If you miss an in-class assignment, you cannot make it up without a doctor’s note or otherwise approved excuse.

Attention & Technology:
Please do not come to class if you are planning on sleeping or not paying attention. If you are a distraction to me or your fellow student, by sleeping, talking, not paying attention, etc. I will ask you to leave. Please—no cell phones, surfing the Internet, checking e-mail or Facebook, game playing, or text messaging allowed in class. Any computers used in class must be for class purposes only. Points will be deducted accordingly.

Academic Misconduct:
For activities of this course, the Code of Student Conduct of The Ohio State University applies. Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations. Specifically, plagiarism is the representation of another’s work or ideas as one’s own, including the unacknowledged word-for-word and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. It also includes submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor for which the work is being submitted. Faculty Rule 3335-5-487 will be followed in cases of academic misconduct—“Instructors shall report instances of alleged academic misconduct to the committee (on academic misconduct).” For more information, please refer to: http://studentaffairs.osu.edu/resource_csc.asp.
University Resources

Counseling Services:
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 these 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. When CCS is closed, you can reach an on call counselor 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.

Accommodations:
Any student with a documented disability who may require special accommodations should let the instructor know as early in the semester as possible to receive effective and timely accommodations. The office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.
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<thead>
<tr>
<th>Learning Goals</th>
<th>Learning Objectives</th>
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<td>Students will understand the development of the concept of nature over time and the cultural differences that led to these definitions.</td>
<td>Be able to explain how and why the idea of nature has changed over time in the U.S.</td>
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<td>Students will be able to appreciate how socialization shapes people’s values, beliefs, norms and behavior towards the environment.</td>
<td>You will be able to explain what socialization is, how you were personally affected by it, how others might be affected and how this might shape their perspectives.</td>
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<td>Students should understand the foundational theories about how society operates.</td>
<td>Students should be able to recite the various foundational theories (e.g. functionalism, conflict theory), and how their underlying values shape society and how we relate to the environment.</td>
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<td>Students will develop their critical thinking skills.</td>
<td>Students will question ready-made answers and develop their own hypotheses and opinions. Students will become aware that every explanation presented to them was developed in a specific context.</td>
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<td>Students will understand coupled human-environment systems</td>
<td>Students will be able to analyze a situation and explain how the environment and social world interacted to create the current outcome, as well as identify the current behaviors that maintain the status quo.</td>
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<td>Students will understand the political and social institutions that have led to the current status quo.</td>
<td>Students will be able to adequately explain the various political actors, norms and institutions that undergird the current decision making processes related to environmental issues.</td>
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<td>Students should be alert to the fact that social structure, and important classifications that determine our everyday experiences, like race and gender, are socially constructed, yet have physical ramifications.</td>
<td>Give examples of when social classifications have impacted people’s health and why.</td>
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<td>Student should be able to research and critically evaluate proposed solution to, or an (in)action on, an environmental problem.</td>
<td>Students should be able to find a proposed solution to, or an (in)action on an environmental issue as well as list what the possible barriers the proposal will have to overcome to reach the goal of protecting the environment.</td>
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