

ENR 2300: Society & Natural Resources

Autumn 2020

Meeting Dates and Location: TuTh 11:10AM - 12:30PM

All students are expected to join the zoom link pasted below during the times noted above. Attendance and participation will be graded.

Course Format: Distance Learning – completed 100 % at a distance

All in class assignment material can be accessed on Carmen.

Instructor:

Professor Kerry Ard, PhD, MS

School of Environment & Natural Resources

210 Kottman Hall, 2021 Coffey Road, Columbus, OH 43210

Office: 614-292-4593

Email (preferred method contact) ard.7@osu.edu

Office hours: immediately after class or by appointment via Zoom

Class Zoom Link: <https://osu.zoom.us/j/2985511206?pwd=Z1dlR3htdFdpYVJRWFwZkJ6T1gwUT09>

Meeting ID: 298 551 1206

Password: 2300

Credit Hours: 3

Pace of online activities: In addition to Zoom lectures, students will be expected to work within Zoom groups to complete “in-class” assignments during class time and possibly outside of class.

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

Prerequisites: None

Textbooks/Readings:

Bell, M., Bell, M. M., Carolan, M. S. (2011). An Invitation to Environmental Sociology. India: SAGE Publications.

https://books.google.com/books?id=Bt6ZNnUftPQC&printsec=frontcover&source=gbs_ViewAPI#v=onepage&q&f=false

Environmental Psychology: An Introduction. (2012). Germany: Wiley.

https://www.google.com/books/edition/Environmental_Psychology/uaoM7ypt28EC?hl=en&gbpv=0

Optional Readings: Will be available on Carmen

Additional Required Materials: None

Other Fees or Requirements: none

Course Description:

Welcome to society and natural resources! I am looking forward to exploring the world of environmental social sciences with you this semester. This course provides an introduction to the interactions between humans, natural resources, and ecosystems, from a social science perspective.

Goals:

- Students will understand the development of the concept of nature over time and the cultural differences that led to these definitions.
- Students will be able to appreciate how socialization shapes people's values, beliefs, norms and behavior towards the environment.
- Students should understand the foundational theories about how society operates.
- Students will develop their critical thinking skills.
- Students will understand coupled human-environment systems
- Student will understand the political and social institutions that have led to the current status quo.
- 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.
- Student should be able to research and critically evaluate proposed solution to, or an (in)action on, an environmental problem.

Learning Outcomes:

1. Be able to explain how and why the idea of nature has changed over time in the U.S.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Give examples of when social classifications have impacted people's health and why.
8. 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.

Topic Outcomes

1. Socialization -culture-institutions -- Learning Outcome 2
2. Environmental Values-- Learning Outcome 2
3. Coupled Human and Natural Systems- Learning Outcome 2
4. Development of Western Society-- Learning Outcome 5
5. Development of America --Learning Outcome 4
6. Changing Frames of Nature--Learning Outcome 1
7. Wicked Problems--Learning Outcome 8
8. Modern Environmental Movement --Learning Outcome 1
9. Markets & the Failures--Learning Outcome 4
10. Government and Corporations--Learning Outcome 6
11. Communicating environmental issues--Learning Outcome 8
12. Deindustrialization, Class, Inequality--Learning Outcome 3
13. Global Stratification --Learning Outcome 7
14. Toxics--Learning Outcome 6
15. Social Movement--Learning Outcome 3
16. Social Vulnerability & Climate Change--Learning Outcome 7
17. Religion, Deviance and the Environment --Learning Outcome 3
18. Place Attachment-Social Capital--Learning Outcome 7
19. Environmental Justice & Allostatic Load--Learning Outcome 7

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.

Course technology

For help with your password, university e-mail, [Carmen](#), or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at [OCIO Help Hours](#), and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** (<http://ocio.osu.edu/selfservice>)
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses

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

Technology skills necessary for this specific course

- Zoom text, audio, and video chat

- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through [Microsoft's Student Advantage program](#). Full instructions for downloading and installation is found <https://ocio.osu.edu/kb04733>.
- Kahoot kahoot.it

Carmen Access

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

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

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

Course Schedule:

			In-Class Assignment (all are due by the end of class unless otherwise noted and all worth 5 points)	
		Topic		
Section 1 Historical development of our Institutions	T	25-Aug	Introductions to me, the course and each other	Being a good person in a bad system
	R	27-Aug	Socialization-Culture-Institutions	Social Norm Experiment
	T	1-Sep	Environmental Values	My values exercise
	R	3-Sep	Coupled Human And Natural Systems (CHANS)	Guns germs steel
	T	8-Sep	(CHANS)- Development of Western Society	Ice Age
	R	10-Sep	(CHANS)- Development of America	Race power of an illusion
	T	15-Sep	Changing Frames of Nature	Hetch Hetchy
	R	17-Sep	Wicked Problems - Systems Thinking	Mapping a wicked problem
	T	22-Sep	Introduction to the Final Project	Brainstorming
	R	24-Sep	NO CLASS- REVIEW DAY	
	T	29-Sep	EXAM I	
Section 2 Modern Processes	R	1-Oct	Review Exam and Work with groups	Group work
	T	6-Oct	Modern Environmental Movement	Political Donations
	R	8-Oct	Markets & Their Failures	Unintended Consequences
	T	13-Oct	Government & Corporations	the Corporation
	R	15-Oct	Communicating environmental issues	Environmental Campaign
	T	20-Oct	Deindustrialization, Class, Inequality	Social Mapper
	R	22-Oct	Global Stratification	E-waste Movie
	T	27-Oct	Toxics	Toxics-Environmental Working Group
	R	29-Oct	NO CLASS- REVIEW DAY	
	T	3-Nov	EXAM II	
Section 3 Future And Change	R	5-Nov	Social Movements	Interview
	T	10-Nov	Climate Change & Social Vulnerability	World Development Index
	R	12-Nov	Religion, Morality/Deviance and the Environment	Environmental Proclamation
	T	17-Nov	Place attachment & social capital	Happiness
	R	19-Nov	EJ and Allostatic Load	EJ Seat
	T	24-Nov	NO CLASS- FINAL PROJECT DUE	
	R	26-Nov	NO CLASS-THANKSGIVING	
	T	1-Dec	NO CLASS FINAL REVIEW	
	T	8-Dec	12-1:45pm Final Exam	

Instructor's policy on late or make work:

Work submitted after the deadline will receive zero points (0) without a valid excuse from your doctor, and there is no make-up or redo provided.

For quizzes and other weekly work, you may drop the lowest two (2) quizzes or weekly work except as noted in the Evaluation section.

Late work will have 20% of the total points deleted for each day it is late. Five (5) days late you will receive zero (0) points. This is based on the timestamp in Carmen, anything after the deadline is the next day and 20% off.

Evaluation:

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<p>In class assignments/Participation grade</p> <p>You will be put into a learning group at the beginning of each section of the class. After each lecture you will be asked to join this group and work on a task described in Carmen under assignments. At the end of lecture you will give everyone in your group a grade for their participation (3 points if they were active and interested, 2 points if they were only slightly active and interested, 1 point if they were disengaged and distracted). 1 point will be awarded to you for filling out the survey, 1 point if your group got the assignment submitted correctly, and you will get an average of your group members scores (so if everyone gave you a 3 that day, you submitted your survey and your group turned in your assignment and it was correct you would receive full credit (5 points).</p>	<p>5 points total each lecture</p> <p>Total points 22</p>
<p>Response to Race the Power of an Illusion</p> <p>Please view the video clips at the following links below and then answer ONE of the following questions/respond to one of the following prompts. Your answers should be original and roughly 1 page long (12 Times New Roman, 1.5 spaced and 1 inch margins). You will be graded on the accuracy of your argument in reference to the movies, your ability to make an argument and provide supporting points and your readability. You may pull from other sources but please cite them (in any well-known form) and make sure they are non-biased.</p> <p>Questions/Prompts 1) How did American culture go from thinking there were ~35 different types of Caucasian races to only thinking there were "whites"?</p> <p>2) What is the "pulling yourself up by the bootstraps" argument and critique against it?</p> <p>3). How might one's racial group determine where someone lives and what they experience as they grow up?</p>	<p>3 points</p>
<p>Exams</p> <p>Exams will be done during class time on Carmen. This course requires you to install an extension into your browser. Please install Proctorio Chrome Extension before our exam. You will not be able to use notes or communicate with people for help.</p>	<p>100 points each</p>

<p>Exams are multiple choice – 50 questions, 2 points each. While exams are cumulative in that we are building on prior knowledge, each exam will focus on the topics covered in one of the three sections of the class.</p>	<p>300 total</p>
<p>Final Project</p> <p>What is a wicked problem?</p> <p>Wicked problems are defined by 3 characteristics: (1) they are complex in that the cause & effect are hard to identify; (2) they are multi-scalar in that they cross domains (countries, jurisdictions, etc.); and (3) they are relentless in that efforts to solve them will have consequences for other areas. You cannot understand wicked problems (or potential solutions!) without first understanding the entire system as a whole by asking: who are all of the institutional and individual actors? How are they connected? How does their socialization impact how they understand and respond to the problem?</p> <p>For the final project, you will be trying to understand and find a solution for a wicked problem. You will be ranking your top wicked problem of interest. You will be “brainstorming” about the system that underlies your wicked problem. You will also think about possible solutions to your issue using news sources such as NPR, BBC, Science.</p> <p>1. Final Project Objectives</p> <p>Your final project allows you to demonstrate you have reached the following learning objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Question ready-made answers and develop your own hypotheses and opinions. Become aware that every explanation presented to you was developed in a specific context. <input type="checkbox"/> 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. <input type="checkbox"/> Adequately explain the various political actors, norms and institutions that undergird the current decision-making processes related to environmental issues. <input type="checkbox"/> Find a proposed solution to, or an (in)action on an environmental issue as well as list the possible barriers the proposal will have to overcome to reach the goal of protecting the environment. <p>To achieve these objectives, you will be working to solve a wicked problem. However, there are several steps before we get there, and the beginning ones are done at the individual-level—meaning just you! Descriptions of the project steps are as follows:</p> <p>2. Final Project Overview</p> <p>You will be working in your learning group from section 2 of the course to complete a final project document that is made up of 4 pages, one of which is a systems map which you will have a chance to practice on 9/17.</p> <p>3. Final Project Components</p> <p>The final project and draft are each made up of the following items:</p> <p>3.1 Systems map (1 page)</p> <p>While you can choose many ways to map your system, one simplified program for mapping a system is: https://ncase.me/loopy/</p> <p>3.2 Explanation & Proposed Solution (3 pages-not including citations) (format: 12 pt font, 1’ margins, 1.5 spacing, APA citation).</p> <p>The goal of the final project is to ask you to reflect on and attempt to answer all of the following questions about your wicked problem:</p> <p>How is it complex?</p>	<p>50 Points</p>

Who are the institutional and individual actors that are a part of your wicked problem? Is the system *largely*¹ complete? How do different actors understand / perceive the problem differently? How will this shape whether the solutions being proposed will work?

How is it multi-scaled?

What geographic and political boundaries does this problem span? Has it remained this way over time? Who are the “power players” (those people whose decisions are most important) in this problem? Are there specific industries, countries, and/or organizations that are most influential? Who is affected by these issues and how does that differ according to their social status?

How is this problem relentless?

What are the processes, behaviors, norms, and values in place that perpetuate this problem? Specifically look at these things in relation to your “power players” outlined in above. What are the incentives in place in these institutions that keep people acting in a way that maintains your wicked problem?

What are the proposed solutions?

What organizations are involved in trying to solve these problems? What are the different scales they are working at? For example, are there organizations/individuals trying to solve the problem at the global scale (across countries), across states, locally? Who are the political actors trying to effect change in this area at the local, state and federal levels? Please specify at least **three** proposed solutions.

Will these solutions work?

What are the things at play that give these solutions a chance for working? Why might the proposed solutions *not* work? What are the obstacles in the way? What would need to be changed for these solutions to be achieved? What would help the proposed solutions to be taken up by society—to “get legs” and work? Will solutions be more effective at the different levels of society (micro/individual, meso/community, macro/system)? Please be sure to account for socialization, cultural norms, and cognitive biases that are at play.

3.3 Rubric of Final Project

- The document was well organized and written (e.g. full sentences, proper grammar and citations). (10 points)
- The author(s) developed a thorough & accurate system at all levels (the questions listed above are clearly considered, well thought out and argued well). (20 points)
- Solutions and potential limitations were researched and well thought out (20 points)

Total points

375

Grading Scale:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

COURSE POLICIES

Faculty feedback and response time

My primary mode of communication with the class will be by email.

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance Policy:

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- In class assignment/participation grade:
 - At the end of lecture you will give everyone in your learning group (you will meet them in a breakout session after the lecture on zoom) a grade for their participation (3 points if they were active and interested, 2 points if they were only slightly active and interested, 1 points if they were disengaged and distracted). 1 point will be awarded to you for just filling out the survey, 1 point if your group got the assignment submitted correctly, and you will get an average of your group members scores (so if everyone gave you a 3 that day, you submitted your survey and your group turned in your assignment and it was correct you would receive full credit (5 points).
- **Logging in: *AT LEAST ONCE PER WEEK***

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: *FLEXIBLE***

All live, scheduled events for the course are required. If you are unable to attend these, a recording will be uploaded to Carmen. I will retain the last 10 minutes of each scheduled meeting for questions. If you cannot meet during this time please contact me via email and we will set up another time to meet.

Discussion and communication guidelines

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

Writing style:

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.

Informality (including an occasional emoticon) is fine for non-academic topics. Beware not all students perceive color in the same way.

Tone and civility:

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources:

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

Backing up your work:

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

E-Mail Etiquette:

For example, Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, do not expect an immediate reply.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

Quizzes and exams:

You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included at the beginning of class as self-checks without points attached.

Written assignments:

Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a common style like **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work:

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results:

All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Collaboration and informal peer-review:

The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Group projects

This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

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 at [Student Life](http://studentconduct.osu.edu) <http://studentconduct.osu.edu>.

Ohio State's academic integrity policy

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

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

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

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

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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

Intellectual Property (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

Disability Services

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

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

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
- If you require specific software for the course list or provide a link to the software's accessibility privacy statements
 - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
 - [MediaSite Accessibility Statement](#)
 - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)
 - [Proctorio Accessibility](#) [Proctorio Privacy](#)
 - [Top Hat Accessibility](#) [Top Hat Privacy](#)

Creating an environment free from harassment, discrimination, and sexual misconduct:

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and

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

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

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

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

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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

Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.”

UNIVERSITY RESOURCES

Counseling and Consultation 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 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 Counseling and Consultation Services (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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Content Warning:

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.