

ENR 2300: Society & Natural Resources

Autumn 2023

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

Course Format: 100% in person -All in class assignment material can be accessed on Carmen.

Instructor and Teaching Assistant:

Professor Kerry Ard, PhD, MS
Daphney Bonner, MS
School of Environment & Natural Resources
210 Kottman Hall, 2021 Coffey Road, Columbus, OH 43210

Office: 614-292-4593

Email (preferred method contact) ENR2300AU23@gmail.com

Office hours: The last 10 minutes of every class are reserved for students to ask me questions. If you would like to meet outside of this time please talk to me then about setting up an appointment.

Credit Hours: 3

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: (suggested)

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. 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.

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

General Education (GE) requirement

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 Schedule:

		Topic	In-Class Task Assigned	Points
Section 1 Historical development of our Institutions	T	22-Aug Introductions -Environmental Sociological Imagination	Being an individual within a system	5
	R	24-Aug Deviance	Social Norm Experiment	5
	T	29-Aug Socialization-Culture-Institutions	Bias Bingo-in class	5
	R	31-Aug Environmental Values	My values exercise	5
	T	5-Sep Coupled Human And Natural Systems (CHANS)	Guns germs steel	5
	R	7-Sep (CHANS)- Development of Western Society		
	T	12-Sep (CHANS)- Development of America	CHANS Quiz	5
	R	14-Sep Changing Frames of Nature	Hetch Hetchy	5
	T	19-Sep Wicked Problems - Systems Thinking	Mapping a wicked problem	5
	R	21-Sep NO CLASS- REVIEW DAY		
	T	26-Sep EXAM I		100
Section 2 Modern Processes	R	28-Sep Final Project Overview-Envisioning real utopias	Career Due	15
	T	3-Oct Modern Environmental Movement	Political Donations	5
	R	5-Oct Markets & Their Failures	Unintended Consequences	5
	T	10-Oct Government & Corporations	the Corporation	5
	R	12-Oct NO SCHOOL -University Break		
	T	17-Oct Deindustrialization, Class, Inequality	Social Mapper	5
	R	19-Oct Global Stratification	Ewaste Movie	5
	T	24-Oct Toxics	Toxics-Environmental Working Group	5
	R	26-Oct NO CLASS- REVIEW DAY		
	T	31-Oct EXAM II		100
Section 3 Alternative Futures And Change	R	2-Nov Social Movements	Interview	15
	T	7-Nov Communicating environmental issues -polarization	Environmental Campaign	5
	R	9-Nov Climate Change & Social Vulnerability	World Development Index	5
	T	14-Nov Religion, Morality and the Environment	Black panther movie-food sovereignty	5
	R	16-Nov Place Attachment	Happiness	5
	T	21-Nov EJ and Allostatic Load	EJ Seat	5
	R	23-Nov NO CLASS -University Break		
	T	28-Nov	NO CLASS - Work on final project	
	R	30-Nov	NO CLASS-Final Project Due on Carmen at midnight	50
	T	5-Dec	NO CLASS- REVIEW DAY	
	R	11-Dec EXAM III		50
			TOTAL POINTS	425

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)**: (<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>.

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.

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, or discussion with me prior to assignment being due.

AI

All AI considerations derive from three principles:

1. An AI cannot pass a course.
2. AI contributions must be attributed and true.
3. AI use should be open and documented.

Three Principles. Generative AI (Artificial Intelligence that can produce contents) is now widely available to produce text, images, and other media. We encourage the use of such AI resources to inform yourself about the field, to understand the contributions that AI can make, and to help your learning. However, keep the following three principles in mind: (1) An AI cannot pass this course; (2) AI contributions must be attributed and true; (3) The use of AI resources must be open and documented.

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+		

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.

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 just 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 <http://studentlife.osu.edu/csc/>.

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

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

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's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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.

Sexual misconduct/relationship violence:

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

Diversity:

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

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.