SYLLABUS[1]
ENR 2300

Society and Natural Resources
GE Foundations: Social and Behavioral Science, 3 credit hours
Spring 2024: Online

COURSE OVERVIEW

Online Course – Please read!

We are happy to offer this course in an online format to accommodate students with difficult schedules. However, online courses are not for everyone. This online course is just as rigorous as in-person offerings, so please consider your learning style and technological abilities carefully before choosing the online option. Here is a quiz from Hillsborough Community College to assess your readiness for online courses. You should also consider your preference for a face-to-face class where you connect in person and work in a classroom with your classmates and instructor. In that case, you probably should choose from one of the classroom options that are offered.

Lecture

Tuesday & Thursday 3:55 – 5:15 p.m. Lectures can be accessed synchronously at the scheduled times on Zoom for students who learn best with interactive classes. For those who cannot make it at the scheduled times, the lectures will be recorded and posted to Carmen after the live lectures. So all students can attend class either synchronously or asynchronously. See Carmen for more information.

Instructor

Instructor: Vicki Garrett, M.S., School of Environment and Natural Resources
Email address: garrett.95@osu.edu (preferred contact method)
Office location: 263 Kottman Hall

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[1] Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit https://slds.osu.edu/

Office Hours: conducted via Zoom, Tuesday 5:15 – 6:15 p.m., Thursday 9 – 10:00 a.m., and by appointment. <u>Office hours</u> can be accessed at the scheduled times on Zoom. These will be in a private Zoom room to allow one person at a time in for privacy.

Prerequisite: None.

Course description

Introduction to interactions between humans, natural resources, and ecosystems from a social science perspective.

This class gives students an introduction to the complexities of solving environmental problems through an understanding of the social sciences. The interactions between humans, natural resources, and ecosystems are examined through three main case studies and the concept of environmental justice. The case studies include 1) describing energy extraction and use through the theory of functionalism; 2) using conflict theory and social dilemmas to examine commons issues with ocean fishing and other commons scenarios; and 3) pulling from the theory of symbolic interactionism and social constructions to explain the opposing sides in the reintroduction of wolves to Yellowstone National Park.

General Education (GE) Fulfillment

This course fulfils the General Education (GE) requirement for the Foundations, Social and Behavioral Sciences category adopted by the University beginning Autumn 2022.

GE GOALS AND ELOs (Expected Learning Outcomes)

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

- Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories, and methods of social and behavioral science.

- Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

- Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

- Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.

- Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

Assignments give students opportunities to utilize and demonstrate their knowledge. Carmen discussions provide experience in analyzing and applying the facts, principles, and theories they learn in readings and lectures; each Carmen discussion focuses on different aspects of the social and behavioral sciences (Outcomes 1.1, 1.2, 2.1, 2.2, and 2.3). The scaffolded project compels students to evaluate how the solution to an environmental problem of their choosing is impacted by the concepts they are learning (Outcomes 1.2, 2.1, 2.2, and 2.3). Quizzes will assess all goals and ELOs (Outcomes 1.1, 1.2, 2.1, 2.2, and 2.3).

LEGACY GOALS AND ELOs (Expected Learning Outcomes)

Goals

Students 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.

Expected Learning Outcomes

- INDIVIDUALS AND GROUPS

  1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
  2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
  3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

- ORGANIZATIONS AND POLITIES

  1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
  2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
  3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

- HUMAN, NATURAL, AND ECONOMIC RESOURCES

  1. 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.

2. 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.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Course learning outcomes

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

- Consider different value systems, competing interpretations of the relationships between humans and nature, and the varying ways that social power is organized to influence and/or determine the status of nature resources.

- Define, describe, and apply the three main theories used in social science in relation to natural systems:

    1. Describe structural functional models of human society and how culture, institutions, community-social order, and the polity affect ecosystem and natural resource values.

    2. Describe process models of human society and how social dilemmas, economic processes, and political processes affect ecosystems and natural resources.

    3. Describe the social construction model of human society and how symbolic meanings and differential power affect ecosystems and natural resources.

- Analyze and apply the theory and methods to environmental problems.

- Evaluate social and ethical implications of methods used in social and behavioral research.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and will be delivered synchronously at the scheduled times. Everyone gets more out of the class by interacting with each other and applying the material to your own examples, but it is understood that there are times when people must work, internet service is bad, children are fussy, etc. So, each week's lecture will also be recorded and made available on Carmen. Students will **not** be penalized for attending asynchronously. In case of weather or other short-term campus closing events, online or distance-learning classes will occur as scheduled unless otherwise announced by the university.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 8-9 hours per week of time spent on class work, including direct instruction (instructor content and Carmen activities, for example) and homework to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities**: **LECTURES AT THE SCHEDULED TIMES**
  These are provided to allow students to interact with each other and the instructor synchronously but **not** required. When problems prevent you from connecting, the recorded lectures and asynchronous discussion board will be available. 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**: **OPTIONAL**
  My office hours are optional, but please join if you are having ANY problems or questions.
- **Participating in discussion forums**: **2+ TIMES PER DISCUSSION**
  As part of your final grade, you will participate in 5 asynchronous discussions via Carmen. You can expect to post at least twice to each discussion. See the course schedule for more details about when these discussions will take place.

Instructor feedback and response time

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

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**. Project grading may take longer, but grades and comments will be posted before the next part is due so that you can learn from your mistakes and improve the next iteration.
- **E-mail:** I will reply to e-mails within **24 hours on school days**. I may answer sooner and at other times if I happen to be online. If you have emailed and I have not responded within 24 hours on a school day, please let me know. That will indicate a problem that I need to check immediately!
- **Discussion board:** I will check and reply to messages in the class discussion board every **24 hours on school days**.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no textbook required for this course. All readings, videos, and any other course materials will be available on Carmen (https://carmen.osu.edu).

Course technology

This class will be administrated using Carmen and Zoom; on the class website you will find the course syllabus, weekly readings, links to weekly homework assignments, announcements, and

grades. **PLEASE BE SURE YOUR ANNOUNCEMENT NOTIFICATIONS ARE TURNED ON or you will miss important messages.** Weekly assignments will be submitted via Carmen.

TECHNOLOGY SUPPORT

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 go.osu.edu/IT, 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

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration OR Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOS) or PC (Windows 10) 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

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

REQUIRED SOFTWARE

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you 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 (go.osu.edu/add-device).

- 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 (about 12 months) that can each be used once.

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated and major course assignments

ASSIGNMENT CATEGORY		POINTS
Discussions – application of course lessons	5 at 20 points each	100
Quizzes – each quiz covers one case study	5 at 20 points each	100
Scaffolded Final Project	1 at 30 points 2 at 40 points each 1 at 45 points	155
Total		**355**

Assignment Category Description

DISCUSSIONS

Students will complete 5 asynchronous discussions via Carmen Discussions with each discussion worth 20 points. Discussions are conducted in small groups (10-15 students) and based on instructor prompts. The prompts ask students to answer questions about current topics and apply them to their own lives and environmental concerns. The discussions aim to provide learners an opportunity to apply concepts learned in lecture and assigned readings.

Academic integrity and collaboration: All discussions are open-book and note. Posts should be your own original work and written in your own words. Using work from previous courses or written by others is not permitted. Citations should be included in the post when applicable.

Grading: The following criteria will be used to assign grades for all discussion assignments:

- **Comprehension & Application (5pts):** Demonstrates understanding of the week's lessons by applying lecture topics correctly and comprehensively to answer the discussion prompts. Connects the week's lessons to an environmental problem, personal life and experiences, history, current events, and issues, and/or previous lessons.

- **Critical Thinking (5 pts):** Shows the students' ability to challenge gut reactions, long-held beliefs, and popular opinions to analyze and improve their own views. This includes synthesizing class material with your own research and thinking. Disagreeing is perfectly acceptable, but understanding of the course concepts being disputed, backing up arguments with evidence, and citing sources of information that come from outside class are essential.

- **Quality (5 pts):** The post answers the question fully and with respect to group members. It demonstrates understanding of course concepts within the word limit. It shows time, effort, and thoughtfulness were invested. It is easy for the audience to understand and move through quickly without having to untangle typographical errors, misspellings, poor sentence structure, or wordiness.

- **Response to Group Member (5pts):** Response to a group member is thoughtful. It might share a question, personal information, or links to videos or other online resources. Most important, the post shows consideration and respect for group members. It may disagree, but does so respectfully.

QUIZZES

Students will complete 5 quizzes via Carmen Quizzes during the semester. Each quiz covers a course case study and contains 20 multiple-choice type questions. Quizzes are open for ~1 week. Students can attempt the quiz anytime during the availability window. Students will have 20 minutes to complete the quiz once started. Each quiz has two attempts where the highest score will be kept.

Academic integrity and collaboration: Quizzes are open-book and note but should be taken independently without assistance from others. Collaborating or completing quizzes with others is not permitted.

Grading: Quizzes consist of 20 multiple-choice questions. Each question worth 1-point. Quizzes are automatically graded by Carmen. All efforts are made to ensure that quiz questions are accurate and fair. If a mistake is found, grades will be adjusted in the student's favor after the due date.

FINAL PROJECT

This project is intended to give you an opportunity to solve an issue of interest to you using class material and your own literature review. You will have the opportunity to share your exploration with other students, respond to their questions and provide your perspective on approaches that are or are not effective in terms of how to address the environmental issue you choose.

This project is composed of four parts. For each part, you will apply key theories from class to solve an environmental problem of your choosing. The parts will build on each other so that Part 4 is a submission of your final project showing how all the theories can be applied to solving your environmental issue. All solutions must be supported by the peer reviewed academic literature with a bibliography and in-text citations. We will discuss possible environmental problems in class and we will give you feedback on your proposed problem during the first week's discussion. Students can choose (in all four parts) whether they want to submit a paper using the template or create a graphic. Part 1 is 650-words for a paper or graphic; Parts 2, 3, and 4 are 6000-words for papers and graphics.

After completing this project, you should be able to

- Research solutions for an environmental problem.

- Demonstrate understanding of major course theories by applying them to solve an environmental problem.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. However, collaborating, or completing the assignment with your peers, is not permitted. You are encouraged to get advice on your draft, but the final product must be your own work. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required.

Grading: This project is composed of four parts. The first three parts are worth 30 points (Part 1), 40 points (Parts 2 & 3), and the fourth and final part is worth 45 points. Grading rubrics are used to grade all parts. Rubrics are posted on Carmen and associated with each project assignment.

EXTRA CREDIT

Many opportunities will be available throughout the semester, but the following ESSREP opportunity can earn you extra credit and give you experience in research studies:

Environmental and Social Sustainability Research Experience Program (ESSREP)

The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to a current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your .osu email address at https://osu-essrep.sona-systems.com. You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please

see our website https://ess.osu.edu/subject-pool/research-option for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.

- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website https://ess.osu.edu/subject-pool/papers-option for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at Slagle.44@osu.edu by January 21st.

A total of **up to 2 research credits** will be possible as extra credit for this course.

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Ellen Eilers at: eilers.14@osu.edu. **Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.**

Late Assignments & Make-up Work

If you are expecting a situation in which you might miss a due date, let your instructor know in advance. While you may join lectures at the appointed times, you may also choose to watch the recordings at your convenience as long as you learn the material before assignments are due. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). However, documentation for illness and university-sanctioned events allows a little flexibility in due dates. Documentation includes communications and emails from medical practitioners or explanations of scheduled university-sanctioned events on university letterhead, signed by the professor, coach, or supervisor in charge. Please refer to the course schedule below and Carmen for due dates.

Grading scale

Letter Grade	%	Proficiency
A	93.00–100.0	Demonstrates complete proficiency in all learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
A-	90.00–92.99	
B+	87.00–89.99	Demonstrates proficiency in at least two learning outcomes as demonstrated on assessments; participates in all aspects of the course in a positive and timely manner.
B	83.00–86.99	
B-	80.00–82.99	
C+	77.00–79.99	Demonstrates proficiency in at least one learning outcome as demonstrated on assessments; participates in some aspects of the course in a positive and timely manner. A minimum grade of
C	73.00–76.99	

C-	70.00–72.99	"C- "will be earned by a student making a good faith effort on all aspects of the course and demonstrated engagement.
D+	67.00–69.99	Fails to meet proficiency in any learning outcome such that student will not be successful in higher-level courses; did not complete assessments; demonstrated lack of engagement, did not participate in course, did not complete assessment in a timely fashion.
D	60.00–66.99	
E	00.00–59.99	

I **never** round grades up or down. I let the Carmen system figure the grades. However, many extra-credit opportunities are available, so you can make sure your grade is rounded up! Be sure to finish extra-credit assignments before due dates. Last-minute scrambles for grades do not help. My job is to help you learn lessons of value to you. It is your job to determine what your grade will be by the amount of effort you invest.

OTHER COURSE POLICIES

Discussion and communication guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.

- If you attend synchronously, be present during the entire class session unless there is a good reason not to. If you watch recorded lectures, be sure to watch all of them or you will miss important information.

- I ask that you update your Zoom profile with your preferred name and pronouns and add a picture with your face.

- For some activities, I may ask you to share your faces on camera so that we can see each other and connect.

- Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons.

- Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes**: Quizzes are open-book and open-note, but you must complete quizzes yourself, without any external help or communication.

- **Written assignments**: Your discussion posts and project parts should be your own work. You are encouraged to work with peers and 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 have 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 collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.

- **We use Turn-it-in** to help you see when you are using too many words from other sources. Use this as a tool to help you learn not to plagiarize and check it before you turn in your assignment.

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* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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

review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)

- *Ten Suggestions for Preserving Academic Integrity (*go.osu.edu/ten-suggestions*)*

- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of Ohio State's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the Ohio State database.

Artificial Intelligence and Academic Integrity at The Ohio State University

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.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use "unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment" unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-forword use and/or paraphrasing" of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Using AI in this Course

Learning to use AI (e.g., ChatGPT and image generation tools) is an emerging skill that you will likely need to develop and master to be successful in your professional career. Recognizing this, you are permitted to use tools like ChatGPT to aid in you in completing assignments in this course. However, you should use these tools as an aid and not to do the bulk of your writing.

REQUIREMENTS AND LIMITATIONS WHEN USING CHATGPT

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything ChatGPT says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.
- See these examples for how to cite ChatGPT using APA style citation.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Copyright for instructional materials

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

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

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

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

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

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

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

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- https://odi.osu.edu/
- https://odi.osu.edu/racial-justice-resources
- https://odi.osu.edu/focus-on-racial-justice
- http://mcc.osu.edu/

In addition, 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://equity.osu.edu/.

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious, or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

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

ACCESSIBILITY STATEMENTS

- [CarmenCanvas accessibility](#)
- [Microsoft Office accessibility](#)
- [CarmenZoom accessibility](#)

PRIVACY STATEMENTS

- [Privacy at Ohio State](#)
- [CarmenCanvas privacy](#)
- [Microsoft Office 365 privacy](#)
- [CarmenZoom privacy](#)

CLOSING REMARKS

In addition to meeting university requirements, I would like you to feel that you are getting something personally valuable from this course in a lively and engaging environment. Please always feel welcome to share any readings, resources, examples, or ideas that you feel would be helpful. Also, let me know when things are not working so well, and we will try to find a solution.

COURSE SCHEDULE – ENR 2300, SPRING 2024

Wk.	Dates	Weekly Topics & Readings	Assignments
1	T-1/9 Th-1/11	T - Why society & natural resources? (Allen & Gould, 1986) Th - Begin intro to grand theory – functionalism (Lewis 1994)	**Discussion 1** 1st post due Friday 2nd post due Monday
2	T-1/16 Th-1/18	T – Jessica Page; continue theory intro – begin conflict theory (Coser, 1957) Th – Finish theory intro – conflict & symbolic interactionism; discuss documentary & review for quiz (Charon, 1992)	**Quiz 1** (due Monday) Wicked problems, systems thinking, grand theories
3	T-1/23 Th-1/25	**BEGIN ENVIRONMENTAL JUSTICE: KITCHELL, 2015 [DOCUMENTARY]** T –Begin Environmental Justice – Native Americans (Farukh, 2021 [Video]) Th – Continue environmental justice – who is affected? (Hayes, 2018 [Video]; Haber, 2018 [Video])	**Discussion 2** 1st post due Friday 2nd post due Monday
4	T-1/30 Th-2/1	T – International environmental justice (Global Environmental Justice Group, 2017 [Video]) Th – Remedies for environmental injustice (Bullard et al., 2007)	**Project work (Part 1)** (due Monday)
5	T-2/6 Th-2/8	T – History of environmental justice (Taylor, 2011) Th – Social science methods & ethics; review for quiz (Dept. of HEW, 1974)	**Quiz 2** (due Monday) Environmental justice, methods & ethics
6	T-2/13 Th-2/15	**BEGIN ENERGY: BONFIGLIO, 2017 [DOCUMENTARY]** T –AGIL model-Economy (Costanza, 1996; Piff, 2013 [Video]) Th – Continue AGIL-Polity (Rabe, 2014)	**Discussion 3** 1st post due Friday 2nd post due Monday
7	T-2/20 Th-2/22	T – AGIL model - Values, attitudes, behaviors, norms -Community (Vaske & Donnelly, 1999) Th – Identities, symbols, & framing (Culture); shale & resource curse (Bell & York, 2010; Jacquet, 2014)	**Project work (Part 2)** (due Monday)
8	T-2/27 Th-2/29	T – Bidder 70 (Wang, 2013 [Video]) Th- Discuss documentary & review for quiz	**Quiz 3** (due Monday) Energy, functionalism, resource curse
9	T-3/5 Th-3/7	**BEGIN COMMONS/FISHING: COWAN, 2003 [FILM]** T – Begin commons/social processes-tragedy of the commons (Hardin, 1968) Th – Drama of the commons (Ostrum, 2002)	**Discussion 4** 1st post due Friday 2nd post due Monday
		Spring Break	**3/12-3/17 – ENR 2300** **3/11-3/15 - OSU**

Wk.	Dates	Weekly Topics & Readings	Assignments
10	**T-3/19** **Th-3/21**	T – Review commons: tragedy or drama; social dilemmas, matrices, social traps & fences (Moyer, 2012 [Video]; Kormorita & Parks, 1994; Platt,1973) Th – The Three Fixes (Heberlein, 1974)	**Project work (Part 3)** (due Monday)
11	**T-3/26** **Th-3/28**	T – Sagebrush Rebellion (Nelson, 1984; O'Toole, 2016) Th – Discuss documentary & review for quiz	**Quiz 4** (due Monday) Fisheries, Sagebrush Rebellion, conflict theory, common pool resources, fixes
12	**T-4/2** **Th-4/4**	**BEGIN WOLVES: CAMPBELL, 2007 [DOCUMENTARY]** T – Begin wolf case study, symbolic interactionism (Chadwick, 2010) Th – Social constructions of nature, symbols (Cronon, 1995)	**Discussion 5** 1st post due Friday 2nd post due Monday
13	**T-4/9** **Th-4/11**	T – Sociology of everyday life, differential power (Wilson, 2008) Th – Social frames, values, and natural resources (Stern & Dietz, 1994	**Final project (Part 4)** (due Monday)
14	**T-4/16** **Th-4/18**	T – Endangered Species Act and current state of wolves in the U.S. (Bruskotter, et al., 2018) TH – Discuss documentary & review for quiz	**Quiz 5** (due Monday) Wolf reintroduction, symbolic interactionism, social constructions, differential power + comprehensive questions
15	**T-4/23**	T – Reading Day	**(Finals begin – no final for this class)**