SYLLABUS
ENR3500

Community, Environment and Development
Autumn 2023 (full term)
3 credit hours
Classes will occur in the classroom Howlett Hall 164 on Tuesdays and Thursdays from 5:30 pm - 6:50 pm.

*This is not a hybrid course; CarmenZoom links to connect to live course sessions in a remote format will only be provided to enrolled ENR 3500 students who are **registered and approved** in the University's COVID-related accommodation system at the time of the request. Details regarding COVID-19 Accommodation Requests are **available here.***

COURSE OVERVIEW

Instructors

Instructor: Dr. Joe Campbell

Email address: campbell.844@osu.edu (preferred contact method)

Graduate Teaching Associate: Jamie Rye

Email address: rye.26@buckeyemail.osu.edu (preferred contact method)

Office hours: by appointment. Please contact the individual directly by email to arrange an in-person, Teams or Zoom meeting.

Prerequisites

Prereq: 2300, RurlSoc 1500, or Sociol 1101.

Course description

Social change related to natural resource and environmental issues. Includes a focus on community-level initiatives, environmental social movements, and issues of environmental justice.

Course learning outcomes

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

a. Define place-based community;

b. Apply and critique theories explaining place-based communities to case studies and explain why theory is important to community development as well as to social activism;

c. Connect the three main theoretical perspectives in sociology to place-based community;

d. Explain the creation and reproduction of inequality in communities based on class, race, ethnicity, gender, and migration;

e. Recognize the diversity of communities and the need for differentiated knowledge production;

f. Discuss development as a balance between market, state, and civil society sectors;

g. Outline the key development actors for each of these three sectors;

h. Provide a definition of development that encompasses human well-being, environmental sustainability, and economic equity and growth;

i. Explain the role of collective agency in community development;

j. Explain the various roles of community residents in addressing environmental, health, social, and economic issues;

k. Understand the role of community practitioners, advisors, and technical professional experts in community planning and asset-building to enhance socioeconomic and ecological systems;

l. Explain social capital based upon its three types;

m. Differentiate four community development models and understand their theoretical and historical background and their scope of application;

n. Apply the Community Capitals Framework to describe, plan, and evaluate community development initiatives, and predict their future outcomes based upon cumulative causation;

o. Situate how social, political and economic processes influence communities and apply relevant theories;

p. Describe the loss of Gemeinschaft community and growth of mass society in the modernized world;

q. Analyze community governance from various sociological perspectives;

r. Explain how various communities respond to environmental changes and specific natural resource dilemma;

s. Define power and apply theories on community conflict to community case studies and a model community;

t. Develop a model community based on the knowledge of theories and available literature;

u. Apply the main principles of community development goals and action plans on a model community;

v. Recognize the importance of teamwork and leadership skills in community practice;

w. Summarize and analyze community development literature to illustrate relevant theories, processes, and implications for a model community.

General Education Expected Learning Outcomes

As part of the Lived Environments category of the General Education curriculum, this course is designed to prepare students to be able to do the following learning outcomes (LO):

▶ Describe the complexity and uncertainty of place-based community development and human-environment interactions at the local scale. [LO's a, d, j, o]

▶ Apply domestic and international empirical case studies on place-based, community development to affect positive change on material forms (cultural, human, social, and political capital) and non-material forms (natural/environmental, financial, and built/physical capital) of capital over time and across space at local and regional scales. [LO's f, g, n, u, v]

▶ [Learning outcome] Utilize the three primary theoretical perspectives in sociology (i.e., structural functionalism, conflict and symbolic interactionism) to understand how communities interact with and manage complex human-environmental systems, including specific natural resource topic areas of forest, green space and agricultural land use loss, water pollution issues, and climate change press-pulse dynamics. [LO's b, c, h, l, m, q, r, w]

This course fulfills these learning outcomes by requiring students to describe the complexity and uncertainty of place-based community development and human-environment interactions at local and regional scales, to analyze and critique conventions, theories, and ideologies that influence discourses around environments at the community-level, and how humans perceive and represent the environments with which they interact.

HOW THIS COURSE WORKS

Mode of delivery: This course is primarily in-person. You will find a sequence of materials and activities each week in Carmen, and we will meet during our scheduled class meeting time.

Live classroom time will include selected lectures, guided discussion, active learning exercises, presentation of supplemental audio-visual material, and small group project work. Lectures will focus on reviewing and enhancing understanding of the day's topic, including the introduction of supplemental content provided through lectures or guest presentations. Assignments to be completed outside of class will facilitate in-class work.

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Live classroom time and group work: We believe that social interaction, including live, person to person interaction during our designated course time, is a fundamental component of place-based community practice and development. Gaining experience in communication from diverse perspectives and building collaborative projects via live interactions, and hybrid/remote methods (e.g., Zoom meetings) helps to replicate actual community development practice and deepens the understanding of critical course concepts, such as collective action and community development models. We will use a variety of teaching and learning styles during the synchronous (live) sessions that are preferred by various learning styles, including student-driven small group conversations, creative problem-solving activities, individual reflections, and study and group project work time.

Any activity that acts as a distraction for other students is not permitted while class is in progress.

Pace of course activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Apart from our live sessions, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

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 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.

Attendance and participation requirements: Because this is an in-person course with online elements, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause

you to miss an entire week of class, discuss it with instructors as soon as possible. The following is a summary of students' expected participation:

- **Weekly synchronous sessions: REQUIRED.** All live, scheduled class sessions for the course are required. These will occur in-person unless specified. The purpose of these required sessions is for students to advance their knowledge of course materials individually and to work in a structured, collaborative environment with their group project teammates. These group working dates are specified in the Course Schedule. **Attendance flexibility** for these required sessions is limited to the circumstances listed in the **Requesting Accommodations section.**

- **Participating in online activities for attendance**: up to **TWICE PER WEEK**
  You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. 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 instructors *as soon as possible.*

- **Participating in group discussions**: **REQUIRED.**
  As part of your group work, each week you can expect to post or participate at least twice as part of our substantive class discussion on the week's topics.

- **Office hours**: **OPTIONAL.**
  Our office hours, are optional. You are encouraged to schedule an in person or online meeting with an instructor or Graduate Teaching Associate (individual-based work) or Student Instructional Assistant (group-based work) if you have questions throughout the semester.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no required textbook.

Required

- Required readings in the form of journal articles and book chapters/sections, as well as links to visual and audio materials are posted on the class's Carmen page (Weekly Modules) (https://carmen.osu.edu). Before each live session, students should **first explore new course content** by viewing any pre-recorded lecture videos, familiarizing yourself with assigned journal articles, book chapters/sectors and media content.

Recommended/optional

- All supplemental readings are posted in Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@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)
- Use of Microsoft cloud-based, Google Drive, or other online platforms for group project work

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 that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) 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 IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Grades will be assigned according to student performance on several different assignments. Percentages are taken from 1,000 total points available in the class. **Each point is worth 0.1% of your final grade.** The breakdown of each assignment category's weight as a part of the final grade is as follows.

ASSIGNMENT CATEGORY	POINTS
Quizzes	200 points (20% of total grade) Ten quizzes worth 20 points each
Written Exams	300 (30%) Four written exams worth between 50 and 100 points each
Community Role Play Assignments (Group-based)	400 (40%) Four related group assignments worth 50 to 150 points each
Peer Evaluation 1 & 2	50 (5%) Two evaluation assignments worth 25 points each
Participation in live course sessions	50 (5%) Ten participation checks worth 5 points each
Total	**1,000 points**

Extra credit participation and research opportunities	Up to 20 points

See course schedule below for due dates.

Descriptions of major course assignments

Quizzes

Description: There are ten 20–point online quizzes in Carmen. Each quiz covers your mastery of specific topics and is based on the corresponding lectures, readings, and case studies (see Course Calendar below). All quizzes are timed; for each question we reserve two minutes. SLDS-registered students can request accommodation, such as time extension or deadline modification (see **Requesting Accommodations**). All quizzes are due at 11:59 pm on the due date. Late assignments will not be accepted by Carmen. You have one attempt to complete the quiz.

Written Exams

Description: Written exams are to be completed in a short answer, essay-style format. Students will be asked to reflect on a statement using evidence from the course and give examples from case studies to illustrate concepts. These exams are due at 11:59 pm on the due date. Late submissions for **written exams** are possible with a 10% grade deduction for each late day. Written exams are not timed.

Community Role Play Assignments

Description: A significant component of the class is an extended community role play activity to provide a hands-on experience in the community development process. In the first two weeks of the semester, students will be organized into communities. About four students will be assigned to a community and will take a third person, omniscient perspective to its development. Students will be presented a very brief community summary and "stock" of the seven community capitals in the Community Capitals Framework (natural, cultural, human, social, political, financial, and built/physical capital) in their community. Each community will be given a rating on each of the seven community capitals on a range from 1 (lowest) to 10 (highest). Each community will be located on a map of a nation that includes various landscape attributes and transportation networks.

The Community Role Play activities will occur over several processes, it is expected that communication and work will take place *inside and outside* of the classroom live sessions to accomplish the task of developing and submitting each assignment. Your team is responsible for submitting to the appropriate action on Carmen by midnight on the assigned date.

Community Role Play Assignment 1: Community Introduction, History, and Setting Development Goals and Action Steps (100 points)
Your community team will submit its first group project assignment. This will require the development of a group communication strategy and preliminary strategy for accomplishing the required tasks. Communities will need to become familiar with their history and interpret their current status relative to an understanding of their assigned "community capitals" scores. Your community history and description of assets should be informed from the examples of at least two real communities in or outside the U.S. The parallels should be relevant to the socio-economic, cultural, and environmental contexts of your own communities. The examples you identified should be supported with a specified number of references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.). Besides determining "who they are," your will also support the community by setting community development goals and specific action steps to achieve those goals ("what they want to achieve"). These goals and action steps will greatly impact the community's reactions to future opportunities and challenges. Additional details will be provided in-class and on-line.

Community Role Play Assignment 2: Community Response to Crisis, Conflicts, and Solutions (150 points) Specific details of this assignment will be provided no less than two weeks prior to its due date. Community Role Play Assignment responses will be evaluated in terms of their clarity (well written and free of grammatical errors), how well they reflect an appreciation of course content and/or supplemental research material, and the extent to which they demonstrate a consideration of prior planning efforts on the part of the community. To do this you will need to identify at a specified number of references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.) that lend support to the proposed action.

Community Role Play Assignments 3: Future Press and Pulse Dynamics (100 points) Specific details of these assignments will be provided no less than two weeks prior to their due date. This reflective assignment is a culmination of each stage of your community role play activities. For this assignment, your group will be given a development twist that will have a major impact upon your community's direction of achieving its community development goals. You need to provide a similar comprehensive response projecting forward and determination of whether your community was successful in achieving its three community development outcome goals specified in the Community History, Identification of Community Outcomes, and Action Plan assignment.

Community Role Play Final Presentation (50 points). Final Examination Period: 8:00 p.m. - 9:45 p.m. on Wednesday, December 13. Specific details of these assignments will be provided no less than two weeks prior to their due date. This reflective assignment is a culmination of each stage of your community role play activities.

This group project can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let us know if you have any questions. Formatting requirements for all written and submitted group assignments, in

addition to specific Grading Rubrics, will be attached to those assignments and provided in advance.

Peer Evaluation Assignments

Description: Collaborative skills, including the ability to take leadership on tasks and to be effective listeners and team participants are a prerequisite for community-related jobs and activities. At the conclusion of two team project submissions, student members of each community will be asked to rate the performance of other community members, such as ability to meet deadlines, contribute fairly, communicate effectively, and resolve differences. Each member of the community is required to rate the contribution of each individual community member. Students should evaluate their peers according to how engaged their peers were in the formulation and submission of the development actions and responses. Submission of complete Peer Evaluations before the deadline is worth 15 points. Failure to participate in the Peer Evaluations leaves a student subject to receiving 0 points. Points are also deducted for late and/or incomplete evaluations.

Peer evaluation will be factored into the Community Role Play Assignments individual grade. Points could be deducted from or added to the reviewed assignment based on the feedback of group members. Additional instructions are provided on the Student Evaluation of Individual Contributions to a Team Project form posted on Carmen. Any concerns individuals may have relating to the peer evaluation process should be addressed to the instructors.

Note: Group project work can be frustrating, and some group members will be more active than others. Sometimes this is attributed to an individual as well as the broader group dynamics. If for some reason a group is not working out for you, please let your Course Instructors know and they will do their best to improve the situation.

Participation Checks

Description: As outlined in the **Mode of delivery** section above, synchronous (live) participation in course sessions is an important component of this course. There will be a total of 10 Participation Checks. These checks will be conducted during live class sessions and are used to solicit information to incorporate into the class, guide future lectures or discussions, or to check on comprehension of key course materials and group work. Checks may include but are not limited to the following: a short survey question on a current topic about the environment and community, a request for you to briefly react to a reading and/or lecture materials, or a group activity. Other optional activities may be offered to supplement attendance checks.

Any activity that acts as a distraction for other students is not permitted while class is in progress.

Late assignments

Late submissions for **quizzes** and **participation checks** will not be accepted.

Late submissions for **written exams** and **group work** are possible with a 10% grade deduction for each late day. Please refer to Carmen for due dates. If you are facing extenuating circumstances, please reach out to the instructors immediately. Documentation will be required.

Extra Credit Opportunities: Research Studies

We have partnered with the ESSREP (Environmental and Social Sustainability Research Experience Program) here at Ohio State University to provide our students with opportunities to earn extra credit throughout the semester.

The goal of ESSREP is to enhance a 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 ESSREP.** Research studies (i.e., extra credit opportunities) may take the form of online or in-person surveys, interviews, or focus groups and will be related to current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

Research studies (i.e., extra credit opportunities) will continue to become available as the semester progresses. Studies typically have a set number of participation slots and operate on a first-come, first-served basis. Thus, students are more likely to secure a spot if they sign up for a study when it first opens and/or earlier in the semester. Students are encouraged to check study availability regularly.

- In order to sign up for research studies (i.e., extra credit 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 the SONA Systems.

- This program is optional. Credits that students earn through ESSREP will be applied to increase their grades. A student's choice not to participate will have no negative impacts on their grade.

If you do not wish to participate in research OR are under the age of 18, a written paper extra credit alternative through ESSREP is also available. Papers will be based on approved research articles and are due at set dates throughout the semester. See https://ess.osu.edu/subject-pool/papers-option for grading criteria and other information about

the ESSREP paper option. If you wish to select and enroll in the paper option you should email the lab manager Ellen Eilers at: eilers.14@osu.edu by September 8.

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 instructor 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.

A total of **up to 2 research credits** will be possible as extra points for this course, constituting 2.0% of your final grade [or equivalent of 20 points of your final score; 1 ESSREP research credit = 10 ENR 3500 points].

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.**

Grading scale

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-	Below 60: E
77–79.9: C+	

Instructor feedback and response time

The instructors are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, such as Written Exams and group-based Community Role Play Assignments, you can generally expect feedback within **14 days**. For shorter assignments, such as Quizzes and Participation Checks, you can generally expect feedback within **7 days**.

- **Email:** Course Instructors and GTA's will reply to emails within **36 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are our 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. A more conversational tone is fine for non-academic topics.
- **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 formal assignments, please cite your sources to back up what you say.
  - **APA Citation formatting will be used in this course for formal assignments.** For helpful information on references and citations please use the Purdue OWL: https://owl.english.purdue.edu/owl/resource/560/01/ or the **APA Reference Guide** provided on Carmen.
- **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.

Academic integrity policy

Academic integrity and collaboration: Your written assignments, including **Participation Checks, Written Exams, and Group Work Assignments** should be your own original work. In written exams and group assignments, you should follow **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. 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 instructors.

You must complete the **Quizzes** yourself, without any external help or communication.

See **Descriptions of major course assignments**, above, for our specific guidelines about collaboration and academic integrity in the context of this online class.

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

If we 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 us.

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)

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.

Safe & 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). As of July 20, 2022 masks are optional in most indoor spaces on Ohio State University campuses, including residence halls, dining facilities, classrooms, offices and the Ohio Union.

Read more on the Personal Safety Practices page. See: https://safeandhealthy.osu.edu/ for additional guidelines and resources; as well as for any updates from the university regarding changes in policy and procedure.

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.

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.

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.

For CFAES students: 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. For non-CFAES students please visit: https://ccs.osu.edu/services/mental-health-support

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 our Graduate Teaching Associate and I 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.

Students are encouraged to contact instructors to discuss Course Attendance/Deadline Modifications (ADM) agreement. This document outlines expectations for both students and instructors and provides a structure for determining reasonable flexibility.

Additional reasons for absence from group-based working sessions and other attendance/deadline modifications may include the following:

- Illness, physical or mental, or injuries of the student or a student's dependent

- Situations covered by Title IX, including medical conditions related to pregnancy

- Participation in intercollegiate athletic events and other university-affiliated academic events as stated in Faculty Rule 3335-9-22 Group Absences

- Subpoenas; Jury duty; Military service; Bereavement, including related travel

- Religious observances: holidays observed by many members of the university community include, but are not limited to: Rosh Hashanah; Yom Kippur; Sukkot; Passover; Shavuot; 'Id alFitr; 'Id al-Adha, and Good Friday; A calendar of commonly observed religious holidays can be viewed at: registrar.osu.edu/participationroster/religious_holidays.pdf

For these situations the best people to contact, at your pace of comfort and discretion, are 1) your group project teammates and Student Instructional Assistant to explain your absence and develop an alternative approach to contributing to group work; 2) our Graduate Teaching Associate to navigate potential ADM or other arrangements.

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas, email or other mode of communication.

Accessibility of course technology

This 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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates. For your convenience, all Assignment categories are color coded, such that Quizzes are in red, Written Exams are in purple, and group-based Community Role Play Assignments and Peer Evaluations are in green. Participation Checks will be assigned at random.

Week	Dates, Course Topics, Assignments, Deadlines
1: Aug 22-24	Course Introduction, Expectations, Syllabus and Participation Check **Tues:** Welcome and Participation Check on Syllabus and Course Expectations. **Thurs:** Community, the Community Capitals Framework, and Cumulative Causation **Assignment**: Participation Check 1. Deadline: 11:59pm Fri
2: Aug 29-31	Case studies on Community, the Community Capitals Framework, and Cumulative Causation **Tues**: Valley County, NE and Greensburg, KS Case Studies **Thurs:** Introduce Community Role Play Activity and Community Selection **Assignment:** Quiz 1 on community and CCF. Deadline: 11:59pm Fri
3: Sep 5-7	Community Development Vision, Goals and Action Steps Jefferson County, OH Case Study **Tues:** Jefferson County, OH Case Study on Community Development Vision, Goals and Action Steps **Thurs:** Lecture application to group-based research activities **Assignment:** Quiz 2 Community Development and Jefferson County, OH Case Study. Deadline: 11:59pm Fri **Assignment:** Written Exam 1 on case studies and role of social capital in community development. Deadline: 11:59pm Sun
4: Sep 12-14	Development Actors: Market, State, Civil Society and Community **Tues:** Development Actors: Market, State, Civil Society and Community **Thurs:** Lecture application to group-based research.

Week	Dates, Course Topics, Assignments, Deadlines
5: Sep 19-21	Views on Development **Tues:** Development views. **Thurs:** Applying the development and three pillars lecture in community development. **Assignment:** Quiz 3 Development. Deadline: 11:59pm Fri **Assignment:** Written Exam 2 on development as a balance between three pillars – market, state, and civil society. Deadline: 11:59pm Sun
6: Sep 26-28	Four Models of Community Development **Tues:** Four Models of Community Development **Thurs:** Review of additional Case studies and CCF **Assignment:** Quiz 4 Models of Community Development. Deadline: 11:59pm Fri
7: Oct 3-5	Local case studies on policies and current events creating metropolitan land use change and inequality **Tues:** Group project office hours. **Thurs:** Guest lecture on the Making of Metropolitan Inequality with Glennon Sweeney (Kirwan Institute). **Assignment:** Quiz 5 Making of Metropolitan Inequality. Deadline: 11:59pm Fri **Assignment:** Community Role Play Assignment 1. Deadline: 11:59pm Sun
8: Oct 10-12	Theories on Community Development and Change **Tues:** Theories on Community Development and Change **Thurs:** *Autumn Break - No class* **Assignment:** Quiz 6 Theories on Community Development and Change. Deadline: 11:59pm Fri
9: Oct 17-19	Functionalism Guiding Community Development and Warren's "Three Contributions to the Study of Community" **Tues:** Functionalism in community development and Warren's contributions to the study of community part 1 **Thurs:** Functionalism in community development and Warren's contributions to

Week	Dates, Course Topics, Assignments, Deadlines
	the study of community part 2 **Assignment:** Quiz 7 Functionalism in community development and Warren's contributions to the study of community. Deadline: 11:59pm Fri **Assignment:** Peer Evaluation 1. Deadline: 11:59pm Fri
10: Oct 24-26	Power and Conflict in Communities **Tues:** Power and Conflict in Communities **Thurs:** *Garden* debrief, review of key concepts about community power dynamics in Los Angeles, CA. **Assignment:** Quiz 8 Power and Conflict in Communities. Deadline: 11:59pm Fri.
11: Oct 31 – Nov 2	Community Power and Community Organizing **Tues:** Community Power and Community Organizing **Thurs:** TBD **Assignment:** Quiz 9 Community Power and Community Organizing. Deadline: 11:59pm Fri **Assignment:** Written Exam 3 on community power dynamics in Los Angeles, CA. Deadline: 11:59pm Sun
12: Nov 7-9	Community Governance Case Studies **Tues:** Flint, MI *Deadly Water and* "**And Water for All"** debrief, review of key concepts **Thurs:** Guest lecture on water management and community assistance with Steve Malone (Ohio EPA). **Assignment:** Written Exam 4 on community power and community organizing: Flint, MI and *And Water For All*. Deadline: 11:59pm Sun
13: Nov 14-16	The Water Summit **Tues:** *Water Summit activities* **Thurs:** *Water Summit activities* **Assignment:** Community Role Play Assignment 2. Deadline: 11:59pm Sun

Week	Dates, Course Topics, Assignments, Deadlines
Nov 21 – 23 Thanksgiving Break begins and Indigenous Peoples' Day/Columbus Day observed - no classes	
14: Nov 28-30	Community Adaptations to Environmental Change **Tues:** 2027 AIRE Policy Update. Community Adaptations to Environmental Change **Thurs:** Group project work time **Assignment:** Quiz 10: Community Adaptations to Change. Deadline: 11:59pm Sun
15: Dec 5	**Tues:** Group Project "Office Hours" *No class Thurs, Dec 7*
Final:	**Community Role Play Assignment 3** **Due: 11:59pm Tues, Dec 12** **Final Group Presentations** **Due: 4:00pm Wed, Dec 13** **Present: 8:00pm Wed, Dec 13** **Peer Evaluation 2** **Due: 11:59pm Wed, Dec 13**