



SYLLABUS

ENR 6400

Theories in Environmental Social Sciences

Autumn 2023 (full term)

3 credit hours

COURSE OVERVIEW

Instructor

Instructor: Nicole Sintov, Ph.D.

Email address: sintov.2@osu.edu (preferred contact method)

Phone number: 614.688.3015

Office hours: Mondays @ 3-4pm eastern in Kottman 469b and by appointment

Class Meeting Time

Time: M 12:10-3:00 Eastern

Class Meeting Location

Kottman Hall 245 (KH245)

Course description

This course provides a broad, interdisciplinary overview of theories and frameworks for understanding and addressing environmental and natural resource management dilemmas. The course is divided into three parts:

Part I. Efforts to Understand and Treat Environmental Problems

In this discussion-based portion of the course, we will review early narratives, theories and ongoing debates concerning how human beings impact their environment and what can be

done to alleviate these impacts. Many of the most contentious debates surround problems for which there is no objectively “right” answer. When one accepts the proposition there is no right way to manage ecosystems, it becomes clear that the primary point of contention is not how we should management ecosystems, but for what purpose should we manage ecosystems; thus, the need to find ways of addressing conflicts.

Part II. Disciplinary Perspectives on Environmental Problems

This part of the course consists primarily of a series of guest lectures from faculty across OSU who bring their expertise to help us understand and/or address various environment/ecological problems. We will begin by focusing individual-level behavior, progress through perspectives on group and community dynamics, and on to larger-scale considerations at the polity level.

Part III. Toward a Systems Perspective and Integration of the Social and Ecological Sciences

In these discussions, students will be asked to integrate key concepts and ideas discussed in the beginning of the course with knowledge gained from other social and ecological sciences toward the ultimate goal of better understanding how to sustainably manage common pool resources. Throughout the latter half of the course, we discuss socio-ecological systems, as well as additional frameworks for understanding sustainable resource management that integrate knowledge across disciplines.

Prerequisites

Graduate standing.

Course goals

This course will...

1. Describe early theories and historically-relevant debates concerning how human beings impact the natural environment.
2. Explore how theories and approaches from the social sciences can be used to assist us in understanding the causes and consequences of—and potentially the solutions to—environmental problems.
3. Explore the causes of environmental conflict and examine theories and frameworks for mitigating and managing conflicts.
4. Promote critical thinking concerning humankind's role as both the source of and solution to environmental problems.

Course learning outcomes

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

1. Develop familiarity with early theories and historically-relevant debates concerning how human beings interact with their biophysical environment.
2. Develop familiarity with theories and concepts employed in the conservation and management of natural resources.
3. Understand how theories and methods employed by social scientists can be used to assist researchers and practitioners in understanding the causes and consequences of environmental problems.
4. Understand the common causes of environmental conflict and examine theories and frameworks for mitigating and managing conflicts.
5. Think critically concerning humankind's role as both the source of and solution to environmental problems.

HOW THIS COURSE WORKS

Mode of delivery: This course is in person. We will meet in the assigned classroom for class sessions, unless the instructor indicates otherwise. The style of the course is a discussion/seminar format with occasional lectures and group activities; students are expected to come to class prepared to actively participate in class discussions.

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.

Student attendance and participation requirements

Your participation is based on your participating in classroom activities and discussions. Participation very important for your success in this course.

The following is a summary of students' expected participation:

- **Attendance: REQUIRED**
To do well in this course, you are expected to attend every session in person, unless otherwise stated by instructor. Every student gets 1 excused absence with no notification or documentation required. Beyond your 1 excused absence, if you have an

emergency or severe illness that might cause you to miss a live session, please notify me of your absence *prior to class or as soon as possible*. Remember to get notes from a classmate and make up any work that you missed.

- **Note:** If the instructor does not show up immediately to a class session, you are expected to wait for 15 minutes. If the instructor does not show up after this time, class will be cancelled for the day, and online activities via Carmen may be scheduled in lieu of that day's session.
- **Office hours: OPTIONAL**
My office hours are optional.

COURSE MATERIALS AND TECHNOLOGIES

Readings

There is no required textbook for this course. All required readings will be made available online through Carmen/Canvas. The weekly readings are a critical part of this course.

Other fees or requirements

None.

Course technology

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 <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **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 – video and audio (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- 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

Recommended equipment

- 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

COURSE REQUIREMENTS	PERCENTAGE OF FINAL GRADE (POINTS)
Participation	20% (60 pts)
Discussion facilitation	30% (90 pts)
Key takeaways	15% (45 pts)
Issue analysis paper- draft	10% (30 pts)
Issue analysis paper- final	25% (75 pts)
Total	100% (300 pts)

See course schedule, below, for due dates.

Descriptions of major course assignments

PARTICIPATION

This class is designed to be an *interactive* exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings, including those added by article discussion leaders, before class. Participation scores will be based on participation in classroom discussions. Regular attendance is a necessary, but insufficient, condition for a passing grade in participation. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Offer ideas that link material across readings, lectures, and across weeks. Ask questions about things you don't understand. Students will have opportunities to add to class discussions throughout the semester, including: answering questions, responding to other students' ideas, asking questions, and in-class group work. You may also post to the discussion board for a given week – you must do so by Sunday of a given week for it to count towards your participation grade that week. Note: Reading and thinking about the assigned reading before class are critical for classroom participation.

Submission: For most weeks, there is no formal/physical “deliverable” for this assignment. Rather, you must be present in class during live class sessions to contribute verbally to in-class discussions and activities. You may also contribute to the class discussion board on

Carmen. Note that on 11/13, your discussion board activity alone constitutes your participation grade for that week. See Assignment Sheet and Course Schedule below for details.

DISCUSSION FACILITATION

Each student will be responsible for assisting the instructor in facilitating discussion on 2 class dates. You will sign up for dates during the first week of class. On your assigned days, you will work in tandem with the instructor and possibly another student to cultivate a lively and productive class discussion. You will also be responsible for the following:

1. Develop an **integrative** brief synthesis of all assigned readings (What are the key concepts? How do they relate to each other?), no more than 2 pages in length.
2. Pose at least 3 discussion questions per reading/paper (if you are assigned a week with more than 3 readings, you can select 3 papers to focus your questions on, but your summary should cover all of the week's readings)
3. Generate a weekly takeaway that **synthesizes** what you deem to be key elements of the class discussion and your peers' individuals takeaways in no more than 200 words.

Deadlines and Submission: Items 1 and 2 above are due 72 hours (3 days) prior to class (i.e., by 12-noon, on the Friday preceding the class). Upload these items to the Carmen discussion board for the appropriate week.

Item 3 is due 48 hours after class (by 3pm the Wednesday following class). Upload this item to the Carmen discussion board for the appropriate week. If there are multiple Discussion Leaders in a given week, only one person needs to post item 3.

Academic integrity and collaboration: If you and another student(s) are assigned to serve as discussion facilitator on the same week, you each must complete items 1 and 2 independently. You may, however, work together to plan the verbal portion of the discussion for the live class session for your week. You should also collaborate on Item 3.

KEY TAKEAWAYS

The purpose of key takeaways is to help you synthesize what you have read and discussed. The readings are selected to stimulate thought. Although no single reading or combination thereof is definitive, together they can offer a perspective or frame for understanding environmental social sciences. A major task of the course is to synthesize and distill findings from across various authors and theoretical / disciplinary perspectives. To facilitate this, in addition to discussing the readings as a group each week, each of you will write one key takeaway based on that week's readings.

Key takeaways should not simply be descriptive summaries, nor should they be vague responses. They should instead be causal statements in which you take a clear stance and commit yourself to a specific response. The short-term objective of this assignment is to explore, be creative, and synthesize your thoughts. The bigger-picture, longer-term objective is to be able to evaluate the benefits and limitations of the various perspectives that we cover in class.

As for formatting, your goal is to write a succinct, well-written takeaway that is easy to follow yet insightful. A few thoughtful sentences should be your target, and the word limit is 150 words excluding citations. This will be hard! Key Takeaways that exceed 150 words will incur penalties.

You will post your takeaway on Carmen by 9am each Monday that one is due. If you submit it thereafter, it will be subject to the late policy. You will have an opportunity to edit your takeaway at the end of each class, following our class discussion of the readings. On weeks that you are discussion facilitator, you are not responsible for producing an individual takeaway prior to class.

Submission: Carmen.

Academic integrity and collaboration: This assignment is intended to stimulate your independent thinking. It must be a result of your own independent work. Collaboration is prohibited. Be certain that you are 100% finished with your Takeaway before you go to post it, to minimize the possibility that viewing your peers' takeaways will influence your thinking. We will discuss all takeaways as a group during class and you will have an opportunity to edit your takeaway following this group discussion.

ISSUE ANALYSIS PAPER

The purpose of the issue analysis paper will be to analyze the human/ social dimensions of a specific natural resource management or environmental issue that was *not* discussed in class. The issue analysis paper provides students with an opportunity to apply concepts learned in class to an issue of their choice.

This is a 2-part assignment. Students will submit a draft and a final version of the paper, both of which will be graded, and both of which should contain the following components:

1. *Issue.* A brief introduction that explains the issue, delineates stakeholders/interests and their positions, and explains why the issue is of importance to society. Note: The introduction is where biophysical research is most relevant.
2. *Analysis (Body).* The purpose of the paper is to help students understand the root cause(s) of pressing environmental problems and apply theory and concepts introduced

in the course to understanding these problems. In the body of the paper, students will describe the socio-cultural, economic, and political conditions that have given rise to the issue and/or prevent its meaningful resolution. In this section it is important to cite relevant research from the course and describe the theoretical “lens” (or lenses) through which the issue is being viewed.

3. *Solutions*. In the final section of the paper, students should offer ideas for how the problem/issue they have chosen might be solved, mitigated, or otherwise managed. If the problem is irreconcilable given prevailing social conditions, then you need to describe why this is the case (i.e., what barriers prevent or hamper resolution?), and describe whether and how you think prevailing social conditions can change.

A minimum of **10 peer-reviewed outside sources** (i.e., not discussed in class, not government or non-profit reports, not Wikipedia) are required for the final paper. *In addition*, students must cite relevant course readings where appropriate. Information must be properly attributed and cited; presenting information from other sources without proper attribution is not acceptable. Paper must be formatted in the style of the American Psychological Association (APA), including in-text citations and bibliography. Papers must be your original work. **Draft papers are limited to 1050 words and a bibliography is not required. Final papers are limited to 3,000 words, excluding bibliography. Additional guidance on papers will be provided in class and available on Carmen/Canvas.**

Submission: Carmen online assignment submission.

Academic integrity and collaboration: While you are welcome to discuss your ideas with your peers, the assignment you turn in must be your own independent work.

Late assignments

Unless otherwise stated, you must submit assignments online via Carmen by the stated due date, by the time that class begins, if not before, for your assignment to be considered on time. Assignments turned in after the deadline will be considered late. Assignments that are turned in late are subject to a minimum penalty of 25% for each 24-hour period or fraction thereof that the assignment is late. Exceptions may be made in the event of a “good excuse” (e.g., severe illness). You will be asked to provide documentation of the event.

Grading scale

93–100: A	83–86.9: B
90–92.9: A-	80–82.9: B-
87–89.9: B+	77–79.9: C+

73–76.9: C
 70 –72.9: C-
 67 –69.9: D+

60 –66.9: D
 Below 60: E

Instructor feedback and response time

Please use email (sintov.2@osu.edu) to contact the instructor.

I am providing the following 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:** You can generally expect feedback on assignments in **7-10 days**.
- **E-mail:** In general, I will reply to e-mails within **72 hours on school days** (Monday-Friday, excluding holidays).
- **Office hours:** Feel free to stop by office hours or make an appointment to talk about your questions, concerns, experiences in the course, course material, career paths, or anything else.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this 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 I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

For all written assignments in this course, you may not cut and paste passages of text from the original article; this will be reported as plagiarism per OSU's Policy on Academic Integrity. Brief quotes are acceptable for your issue analysis paper, but you are to focus on summarizing key points in your own words.

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)

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.

Your mental health: counseling and consultation services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and

Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

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

Land acknowledgement statement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and stolen through forced removal of tribal nations as part of the Indian Removal Act of 1830. I honor and respect the diverse Indigenous peoples who have, do, and will steward this land. I recognize the historical and contemporary contexts that have and continue to affect these Indigenous peoples, as well as the work I must do for social, economic, racial, and environmental justice.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency, if travel to campus is not feasible, OSU leadership may announce an electronic means for instructors to teach students remotely using a combination of Carmen, teleconferencing, and/or other technologies.

University Escort Service: 614.292.3322. Service available after 6 PM.

Commitment to a diverse and inclusive learning environment

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>.

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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and may incorporate additional 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

OTHER COURSE POLICIES AND IMPORTANT TOPICS

- **Changes to Syllabus:** This course syllabus (including the breakdown of assignments and points), schedule, and assigned readings are subject to change and may be modified at my discretion. I will announce any changes during class or via email.
- **Written assignments:** Your written assignments should be your own original work. Nobody else should revise or rewrite your work. In formal assignments, **you must follow APA style** to cite the ideas and words of your research sources to get full credit.
- **Participation:** This course is delivered in person. It is designed to be a live, interactive exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings before class. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Ask questions about things you don't understand. Being an active class participant also requires that you are mentally engaged in the class (see class decorum below).

- **In-class presentations:** Some assignments (e.g., Discussion Facilitation) include live, in-class presentation elements. Your presentation date will be determined with your input. After a presentation date is scheduled, you may not change it, except in the event of a “good excuse” (e.g., severe illness or emergency). You will be asked to provide documentation of the event. Your presentation may be rescheduled, or you may be asked to record your presentation and post it to Carmen, and/or facilitate discussion on a Carmen message board, depending on the course schedule.
- **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.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you're unsure about a particular situation, please ask the instructor.
- **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 proper grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Class Decorum:** You or others may hold strong opinions about topics we may discuss in class. We will practice the art of being respectful to other people's academic ideas, opinions, and values, regardless of whether we agree or disagree. The art of being respectful also includes being mentally engaged and not being disruptive. Please refrain from: talking to your peers during class (if you have a question, feel free to ask me), using cell phones, text messaging, and using laptops for non-course related material (e.g., checking facebook).

COURSE SCHEDULE

Date	Class Topic	Readings and Assignments Due
PART 1		
Week 1		
MON 8/28	Syllabus review What is a theory in the	Simon, J. L. (1980). Resources, population, environment: An oversupply of false bad news. <i>Science</i> , 208: 1431-1437.

	social sciences? Human Populations and Environmental Problems	<p>Ehrlich, P. R., & Ehrlich, A. H. (1990). Why isn't everyone as scared as we are? Pages 13-23 in <i>The Population Explosion</i>. Simon & Schuster, Inc., New York, NY.</p> <p>Vlek, C., & Steg, L. (2007). Human Behavior and Environmental Sustainability: Problems, Driving Forces, and Research Topics. <i>Journal of Social Issues</i>, 63: 1-19.</p> <p>Dunlap, R. E., & Jorgenson, A. K. (2012). Environmental Problems. <i>The Wiley-Blackwell Encyclopedia of Globalization</i>. John Wiley & Sons, Ltd.</p> <p>In class: Key Takeaway #1, Ice-breaker</p> <p><i>Due Friday 9/1: Input top choices for discussion facilitation into this google form:</i> https://forms.gle/CtkUa6LMff85nCtq5</p>
Week 2		
MON 9/4	Labor Day- no class	
Week 3		
MON 9/11	Environmental Problems and Social Conflict	<p>Page, S. E. (2005). Are we collapsing? A review of Jared Diamond's <i>Collapse: How societies choose to fail or succeed</i>. <i>Journal of Economic Literature</i>, 43: 1049-1062.</p> <p>Song, H., Lewis, N.A., Ballew, M.T., Bravo, M., Davydova, J., Gao, H.O., Garcia, R.J., et al. (2020). What counts as an environmental issue? Differences in issue conceptualization by race, ethnicity, and socioeconomic status. <i>Journal of Environmental Psychology</i>, 68: 101404.</p> <p>Rittel, H. W. J., & Webber, M. (1973). Dilemmas in a general theory of planning. <i>Policy Sciences</i>, 4: 155-169.</p> <p>Colvin, R. M., Witt, G. B., & Lacey, J. (2015). The social identity approach to understanding socio-political conflict in environmental and natural resources management. <i>Global Environmental Change</i>, 34: 237-246.</p> <p>In class: What is a theory in the social sciences?</p>
Week 4		

MON 9/18	Social Traps and the Tragedy of the Commons	<p>Hardin, G. (1968). The tragedy of the commons. <i>Science</i>, 162: 1243-1248.</p> <p>Mildenberger, M. (2019). The Tragedy of the Tragedy of the Commons. Scientific American online blog.</p> <p>Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., & Policansky, D. (1999). Revisiting the commons: Local lessons, global challenges. <i>Science</i>, 284: 278-282.</p> <p>Platt, J. (1973). Social traps. <i>American Psychologist</i>, 28: 641-651.</p> <p>Burger, J., & Gochfeld, M. (1998). The tragedy of the commons 30 years later. <i>Environment</i>, 40: 4-13, 26-27.</p> <p>In class: ToC case studies</p>
PART 2		
Week 5		
MON 9/25	Perspectives from Environmental Psychology	<p>Guest Panel: Samantha Mertens, Jessica NeJame, & Naseem Dillman-Hasso</p> <p>Gifford, R. (2014). Environmental psychology matters. <i>Annual Review of Psychology</i>, 65: 541-579. doi:10.1146/annurev-psych-010213-115048</p> <p>van der Linden, S., Maibach, E., & Leiserowitz, A. (2015). Improving Public Engagement With Climate Change Five “Best Practice” Insights From Psychological Science. <i>Perspectives on Psychological Science</i>, 10(6), 758–763. http://doi.org/10.1177/1745691615598516</p> <p>Schultz, P. W. (2014). Strategies for promoting proenvironmental behavior: Lots of tools but few instructions. <i>European Psychologist</i>, 19(2): 107-117. DOI: 10.1027/1016-9040/a000163</p> <p>Feinberg, M., & Willer, R. (2012). The moral roots of environmental attitudes. <i>Psychological Science</i>. DOI: 10.1177/0956797612449177</p>
Week 6		

MON 10/2	Building behavior change programs	<p><i>Fri 10.6 @ 11:59pm: Please respond to anonymous mid-semester feedback survey</i></p> <p>McKenzie-Mohr, D. (2009). Fostering sustainable behavior: Community-Based Social Marketing (CBSM). pp. 1-71.</p> <p>In class: CBSM interactive lecture</p>
Week 7		
MON 10/9	Measurement issues and practical tutorial on ESS Lab resources	<p>Guest Lecture: Ellen Eilers, MS, Director of the ESS Lab</p> <p>Walpole, H., & Wilson, R. (2021). A Yardstick for Danger: Developing a Flexible and Sensitive Measure of Risk Perception. <i>Risk Analysis</i>, x: xx-xx. DOI: 10.1111/risa.13704</p> <p>Sheldon, K.M. (2005). Positive value change during college: Normative trends and individual differences. <i>Journal of Research in Personality</i>, 39: 209-223.</p> <p>Bardi, A., & Goodwin, R. (2011). The dual route to value change: Individual processes and cultural moderators. <i>Journal of Cross-Cultural Psychology</i>, 42(2): 271-287.</p> <p>Trang, B. (2020). Honest Self-Reflection As a Graduate Student: Scientist, Imposter, Who Is the Real Me?. American Chemical Society Blog.</p> <p>In class: Tour ESS Lab space, debrief mid-semester feedback</p>
Week 8		
MON 10/16	Perspectives from environmental sociology	<p>Guest Lecture: Dr. Shoshanah Inwood, OSU School of Environment and Natural Resources</p> <p>Catton, W.R., & Dunlap, R.E. (1978). Environmental Sociology: A new paradigm. <i>The American Sociologist</i>, 13: 41-49.</p> <p>Hannigan, J. (2006). Contemporary theoretical approaches to environmental sociology (ch. 2, pp. 16-36). In <i>Environmental Sociology</i> (2nd ed.). London: Routledge</p> <p>Ard, K. (2015). Trends in exposure to industrial air toxins for different racial and socioeconomic groups: A spatial and temporal</p>

		<p>examination of environmental inequality in the U.S. from 1995 to 2004. <i>Social Science Research</i>, 53: 375-390.</p> <p>Read through the United Nations Sustainable Development Goals at https://sustainabledevelopment.un.org/sdgs</p> <p>Watch video: Why Louisiana stays poor (link on Carmen)</p>
Week 9		
MON 10/23	Perspectives from cultural evolutionary theory	<p><i>Due Mon 10/23 @ 11:59pm: Draft of issue analysis paper</i></p> <p>Guest Lecture: Dr. Jeremy Brooks, OSU School of Environment and Natural Resources</p> <p>Readings TBD</p> <p>In class: Concept mapping Phase 1</p>
Week 10		
MON 10/30	Indigenous perspectives and environmental change	<p>Guest Lecture: Dr. Natasha Myhal, School of Environment and Natural Resources</p> <p>Kovach, M. (2010). Conversation Method in Indigenous Research. <i>First Peoples Child & Family Review</i>, 5(1): 40–48. https://doi.org/10.7202/1069060ar</p> <p>Myhal, N., & Carroll, C. (2023). Indigenous Optimism in the Colonialcene. In A. Willow (Ed.), <i>Anthropological Optimism: Engaging the Power of What Could Go Right</i>, (pp. 88-103). New York: Routledge.</p> <p>Whyte, K.P. (2013). On the role of traditional ecological knowledge as a collaborative concept: A philosophical study. <i>Ecological Processes</i>, 2 (7): 1-12.</p> <p>Listen to podcast: Australian Geographic. Talking Australia: How indigenous thinking can save the world: Tyson Yunkaporta. (Episode date: 7/30/20). https://www.australiangeographic.com.au/podcast/how-indigenous-thinking-can-save-the-world-tyson-yunkaporta/</p>

		In Class: Peer paper feedback
Week 11		
MON 11/6	Perspectives from environmental education	<p>Guest lecture: Dr. Marijke Hecht, OSU School of Environment and Natural Resources</p> <p>Readings TBD</p>
PART 3		
Week 12		
MON 11/13	<p>Beyond disciplinary perspectives</p> <p>CLASS IS VIRTUAL & ASYNCHRONOUS</p>	<p>Heberlein, T. A. (1988). Improving Interdisciplinary Research: Integrating the Social and Natural Sciences. <i>Society & Natural Resources</i>, 1: 5-16.</p> <p>MacMynowski, D. P. (2007). Pausing at the brink of interdisciplinarity: Power and knowledge at the meeting of social and biophysical science. <i>Ecology and Society</i>, 12: 20.</p> <p>Brown, R.R., Deletic, A., & Wong, T.H.F. (2015). How to catalyse collaboration. <i>Nature</i>, 525: 315-317.</p> <p>Listen to podcast: Early Career Network of the International Association for the Study of the Commons. InCommon Introducing: Navigating Interdisciplinarity #1 with Svenja Hippel and Juan Nicolas Hernandez (9/13/21 episode). https://www.incommonpodcast.org/podcast/introducing-navigating-interdisciplinarity-1/</p> <p>*We will not meet in person this week. Instead, the instructor will post a lecture recording on Carmen. Students are to: 1) watch the lecture; 2) post Key Takeaways as usual; 3) comment on at least 3 peer Key Takeaways on the Carmen discussion board.</p>
Week 13		
MON 11/20	Perspectives from environmental economics	<p>Guest lecture: Dr. Daniela Miteva, OSU Dept. of Agricultural, Developmental, and Environmental Economics</p> <p>Jax, K., et al. (2013). Ecosystem Services and Ethics. <i>Ecological Economics</i>, 93: 260-268.</p>

		<p>Manno, J. (2002). Commoditization: Consumption Efficiency and an Economy of Care and Connection. In "Confronting Consumption", T. Princen, M. Maniates and K. Conca (eds.), pp. 67-100. Cambridge, MA: MIT Press.</p> <p>Costanza, R., et al. 1997. The Value of the World's Ecosystem Services and Natural Capital. <i>Science</i>, 387: 253-260.</p>
Week 14		
MON 11/27	Toward an integrated socio-ecological systems perspective	<p>Folke, Carl. (2006). Resilience: The emergence of a perspective for social–ecological systems analyses. <i>Global Environmental Change</i>, 16 (3): 253-267.</p> <p>Liu, J., Dietz, T., Carpenter, S.R., Folke, C., Alberti, M., Redman, C. L., Schneider, S. H., Ostrom, E., Pell, A. N., Lubchenco, J., Taylor, W. W., Ouyang, Z., Deadman, P., Kratz, T., & Provencher, W. (2007). Coupled Human and Natural Systems. <i>AMBIO: A Journal of the Human Environment</i>, 36: 639-649.</p> <p>Ostrom, Elinor. (2009). A General Framework for Analyzing Sustainability of Social-Ecological Systems. <i>Science</i>, 325 (5939): 419-422.</p> <p>Watch: The National Socio-Environmental Synthesis Center. (2016). Resilience in social-ecological systems: Models and field studies. https://www.youtube.com/watch?v=h4vKs9_c-kk</p> <p>In class: Concept mapping phase 2</p>
Week 15		
MON 12/4	Notions of Sustainability and Conservation	<p><i>Due Friday Dec 8 @ 11:59pm: Final issue analysis paper</i></p> <p>Sandbrook, C. (2015). What is conservation? <i>Oryx</i>, 49: 565-566.</p> <p>Soule, M. E. (1985). What is conservation biology? <i>BioScience</i>, 35: 727-734.</p> <p>Vucetich, J. A., & Nelson, M. P. (2010). Sustainability: virtuous or vulgar? <i>BioScience</i>, 60: 539-544.</p> <p>Kuhlman, T., & Farrington, J. (2010). What is Sustainability? <i>Sustainability</i>, 2: 3436-3448.</p>

		<p>Watch: Mbizah, M. (2019). How community-led conservation can save wildlife.</p> <p>https://www.ted.com/talks/moreangels_mbizah_how_community_led_conservation_can_save_wildlife</p> <p>In class: Concept mapping – finalize and share out</p>
--	--	---