

Professor Kerry Ard

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In the 1970's the world had a new cause célèbre- the environment. To understand these "new" issues scholars pulled from the fields of: sociology, history, political science, public health, psychology and geography. While the field of Environmental Sociology is argued to be a relatively new branch of sociology it pulls from the rich history of Human Ecology that began with Chicago School sociologists in the 1920's and 1930's. The overarching goals of this course is to develop your scholarly understanding of the various forms of interaction between human society and the environment as well as develop the skills you will need to succeed after graduate school. The 'transformative texts' below will be used throughout the semester. They are not required but noted here because they are truly a book worth having in that the portions of the book we read might be interesting but is transformative in context of the rest of the book.

*Suggested Text:*

- Belcher WL. (2019). *Writing Your Journal Article in Twelve Weeks*. The University of Chicago Press

*Transformative Texts:*

- Taylor, Dorceta. (2016). *Power, Privilege, and Environmental Protection: Social Inequality and the Rise of the American Conservation Movement*. Duke University Press.
- Taylor, Dorceta. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York University Press.
- Taylor, Dorceta. (2009). *The Environment and the People in American Cities: 1600s-1900s. Disorder, Inequality and Social Change*. Duke University Press.
- Layzer, Judith (2012). *Open for Business: Conservatives' Opposition to Environmental Regulation*. Cambridge, MA: MIT Press.

**EVALUATION ITEMS**

Assignment	Possible Points	Percent of Grade	Due Date
Career Planning	15	8%	Wed Aug 23
Presentation of Research	20	10%	
Participation	30	15%	
Discussion Leader	20	10%	
Critiques	30	15%	
Draft of Final Paper	20	10%	Wed Nov 20
Review of Draft	15	8%	Tues Nov 28
Final Paper	50	25%	Fri Dec 8
<b>Total</b>	<b>200</b>	<b>100%</b>	

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## CAREER PLANNING (15 POINTS)

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Going on to graduate school means you are investing in yourself. An undergraduate degree has become a mainstream expectation for a livable wage in the U.S., while a graduate degree is much more optionable, by doing a degree there are opportunity costs. On average people who are more educated, have [higher incomes](#) and those in environmental areas seem to be doing well according to the Bureau of Labor Statistics : <https://www.bls.gov/careeroutlook/2023/data-on-display/green-jobs.htm>. So have no fear you're on a good path, but is it going to lead you where you want to go? You can't figure this out until you know where you want to go, which requires some reconnaissance. Please see online assignment for detailed rubric.

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## PRESENTING YOUR RESEARCH (20 POINTS)

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As a graduate student you should be working on a paper or grant proposal. Setting a date to have to present these ideas is a great way to incentivize yourself to make progress. Moreover, in doing this you will be able to hear perspectives about your work that you might not have thought of on your own. This feedback will make your final paper stronger.

### **OBJECTIVES:**

- Communicate ideas
- Effectively make and defend an argument
- Moving towards getting your degree

### **EXPECTATIONS:**

- ☐ Choose a date to present your work.
- ☐ Present an outline of your project via PowerPoint for ~15-20 minutes and then respond to questions.
- ☐ See online for detailed rubric.

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## PARTICIPATION (30 POINTS)

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Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

### **OBJECTIVES:**

- Communicate ideas
- Effectively make and defend an argument
- Work together in a group

### **EXPECTATIONS:**

- ☐ Please post at least 1 question per reading on the discussion board 24 hours before class.
- ☐ Questions should be turned in for every class, you can drop your lowest 5 grades.
- ☐ Ask questions of the presenters that demonstrate you were interested, listening and attempting to connect the information to your own life and interests.

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## DISCUSSION LEADER (20 POINTS)

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Being able to facilitate, guide, and adapt during scholarly discussions is an important skill for success in jobs that engage with research. To develop this skill, each of you will choose a day in which to lead the class discussion. I have developed the syllabus based around your stated interests so hopefully there is a clear day that suits your research topic. To prepare for being the leader please look over your classmate's questions posted on the discussion board and come prepared to discuss the issues raised in them. You will be graded on the detailed rubric posted on Carmen.

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## CRITIQUES (30 POINTS)

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On the job market you will be required to demonstrate expert knowledge in your chosen subject through writing. Like everything else to be a good writer you need to practice. To facilitate your development in this area you will be required to turn in critique of the readings that we will be discussing. I believe that you will find over time that this was a valuable investment in your professionalization. If your experience is anything like my own or my colleagues, you will find these useful to refer back to and pull from when you are required to produce papers, reports and other documents throughout your career.

### **OBJECTIVES:**

- Synthesize and connect to broader arguments
- Communicate ideas
- Effectively make and defend an argument

### **EXPECTATIONS:**

- ☐ Please **bring in a hard copy** of your critique to class on the day of discussion. Include your name and page numbers on each page please.
- ☐ Critiques should be:
  - No more than 2 pages total (1 inch margins, 12 pt font, 1.5 line spacing); writing concisely is an important skill.
  - Well written, i.e. uses topic sentences and supporting points, transitions sentences and is grammatically correct. All quotes must have page numbers and sources cited (any format -e.g. APA is fine).
- ☐ See "notes on writing a critique" on Carmen for advice.
- ☐ Critiques and questions for be turned in for every class, you can drop your lowest 5 grades.

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## FINAL PAPER

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Your final paper should be on the same topic you present on in class, related to/the same as a project required for your degree completion. For example, your masters thesis, a portion of your doctoral dissertation, a publication, or a grant. I need to approve you project to ensure it fits within the class, so please discuss your ideas with me before deciding. There are several scaffolded assignments for this, please see below for a general description and on Carmen or detailed rubrics.

- We will be mimicking the peer review process in this class through anonymous peer reviews. This involves the steps below:
- Submit a **draft of your final paper** (remove all identifiers) on Carmen by Midnight on **Wednesday Nov 20<sup>th</sup>**.
  - You will be emailed a paper to peer review on Nov 21<sup>st</sup>. Using a detailed rubric provided to you, you will **review the paper** with tracked changes and comments and submit your edits on Carmen by **Midnight on Nov 28<sup>th</sup>**.
  - Using these edits, you will submit your final paper on Carmen by **Midnight on Dec 8<sup>th</sup>**.

**GRADING SCHEME:**

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
		E	Below 60%

## **COURSE SCHEDULE:**

The day of the week, date and general topics we will be covering in lecture and discussion noted below. We will discuss this schedule the first day of class. At that time you are welcome to make suggested changes to the class schedule which the class can take a vote on to accept or reject. Many of the readings will be available for you to download directly from Carmen, however If a reading is not posted please download it via the OSU Library electronic journal system.

<b>T</b>	<b>22-Aug</b>	<b>Introductions</b>
	<b>Readings:</b>	<input type="checkbox"/> Syllabus and Carmen site <input type="checkbox"/> Career Planning
<b>R</b>	<b>24-Aug</b>	<b>Context of American Environmental Movement</b>
	<b>Readings:</b>	<input type="checkbox"/> Taylor, Dorceta. (2009). The Evolution of American Cities IN The Environment and the People in American Cities: 1600s-1900s. Disorder, Inequality and Social Change. Duke University Press. <input type="checkbox"/> Taylor, Dorceta. (2016). Chapter 1: Key Concepts informing Early Conservation Thought. IN Power, Privilege, and Environmental Protection: Social Inequality and the Rise of the American Conservation Movement. Duke University Press.
<b>T</b>	<b>29-Aug</b>	<b>Environmental Sociology Theory</b>
	<b>Readings:</b>	<input type="checkbox"/> Catton, W.R., Jr. and R.E. Dunlap. (1978) "Environmental sociology: A new paradigm." The American Sociologist. 13: 41-49 <a href="#">[8 pages]</a> <input type="checkbox"/> Buttel, Frederick H. (1978) "Environmental Sociology: A New Paradigm?" The American Sociologist. 13(4): 252-256. <a href="#">[4 pages]</a> <input type="checkbox"/> Pellow, David and Hollie Nyseth Brehm (2013). "An Environmental Sociology for the Twenty-First Century". Annual Review of Sociology. 39: 229-250. <a href="#">[21 pages]</a> <input type="checkbox"/> Rudel TK, Roberts JT, Carmin J. Political Economy of the Environment. Environ Manage. 2011;410(1):221-238. doi:10.1023/A:1003784504005 <a href="#">[17 pages]</a>
<b>R</b>	<b>31-Aug</b>	<b>Environmental Inequality Theory</b>
	<b>Readings:</b>	<input type="checkbox"/> Mohai P, Pellow D, Roberts JT. Environmental Justice. Annu Rev Environ Resour. 2009;34(1):405-430. doi:10.1146/annurev-environ-082508-094348 <input type="checkbox"/> Pulido, Laura. 2017. "Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence." Progress in Human Geography 41(4):524–530. <input type="checkbox"/> Pellow, David. Critical Environmental Justice Studies IN What is Critical Environmental Justice? pgs 1-18

<b>T</b>	<b>5-Sept</b>	<b>Economic Growth &amp; Society</b>
	<b>Readings:</b>	<ul style="list-style-type: none"> <li>❑ Ulrich Beck (1991) On the Logic of Wealth Distribution and Risk Distribution IN Risk Society: Towards a New Modernity. London and New York, Sage.</li> <li>❑ McGee, Julius Alexander, and Patrick Trent Greiner. 2018. "Can Reducing Income Inequality Decouple Economic Growth and CO2 Emissions?" <i>Socius</i> 4: 2378023118772716.</li> <li>❑ Greiner, Patrick Trent, and Julius Alexander McGee. 2020. "The Asymmetry of Economic Growth and the Carbon Intensity of Well-being". <i>Environmental Sociology</i>. 6(1): 95-106</li> <li>❑ Davies A, Hooks G, Knox-Hayes J, Liévanos RS. Risksapes and the socio-spatial challenges of climate change. <i>Cambridge J Reg Econ Soc</i>. 2020;13(2):197-213. doi:10.1093/cjres/rsaa016</li> </ul>
<b>R</b>	<b>7-Sept</b>	<b>Energy and Inequality</b>
	<b>Readings:</b>	<ul style="list-style-type: none"> <li>❑ Greiner, Patrick Trent, Richard York, and Julius Alexander McGee. 2022 "When are fossil fuels displaced? An exploratory inquiry into the role of nuclear electricity production in the displacement of fossil fuels." <i>Heliyon</i>: e08795.</li> <li>❑ McGee, Julius Alexander, Mathew Thomas Clement, and Christina Ergas, 2018. "Racing to Reduce Emissions: Assessing the Relationship between Race and Carbon Dioxide Emissions from On-road Travel." <i>Sociology of Development</i> 4(2):217-236.</li> <li>❑ McGee, Julius Alexander and Patrick Trent Greiner. 2019. "Renewable Energy Injustice: The Socio-environmental Implications of Renewable Energy Consumption." <i>Energy Research and Social Science</i> (56) 101214</li> </ul>
<b>T</b>	<b>12-Sept</b>	<b>Capitalism</b>
		<ul style="list-style-type: none"> <li>❑ Selections from: A brief History of neoliberalism</li> <li>❑ Polanyi, K. (1944). <i>The Great Transformation: Economic and Political Origins of Our Time</i>. New York: Rinehart.</li> <li>❑ Selections from: Mills, C. Wright. (1956). <i>The Power Elite</i>. Oxford: Oxford University Press.</li> </ul>
<b>R</b>	<b>14-Sept</b>	<b>Corporations</b>
		<ul style="list-style-type: none"> <li>❑ Selections from: Naomi Oreskes, Erik M. Conway et al. <i>The Big Myth: How American Business Taught Us to Loathe Government and Love the Free Market</i>. Bloomsbury Publishing; 2023.</li> <li>❑ Selections from: Layzer, Judith (2012). <i>Open for Business: Conservatives' Opposition to Environmental Regulation</i>. Cambridge, MA: MIT Press.</li> <li>❑ Selections from: Waterhouse, Benjamin C. 2013. <i>Lobbying America: The Politics of Business from Nixon to NAFTA</i>. Princeton, New Jersey: Princeton University Press.</li> </ul>

<b>T</b>	<b>19-Sept</b>	<b>Local Governments</b>
		<ul style="list-style-type: none"> <li>□ Kemp, Roger 1999. Chapter 2: The structure of Local Governments. IN Forms of Local Government. Pp.11-24</li> <li>□ Lobao L. The rising importance of local government in the United States: Recent research and challenges for sociology. Sociol Compass. 2016;10(10):893-905. doi:10.1111/soc4.12410</li> <li>□ Prasad, M. (2018). Starving the Beast: Ronald Reagan and the Tax Cut Revolution. United States: Russell Sage Foundation.</li> </ul>
<b>R</b>	<b>21-Sept</b>	<b>Federalism</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Held, D. (2006). Models of Democracy. United Kingdom: Wiley.</li> <li>□ Ringquist EJ, Clark DH. Local risks, states' rights, and federal mandates: Remediating environmental inequities in the US federal system. Publius-the J Fed. 1999;29(2):73-93.</li> <li>□ Scheberle D. Environmental Federalism and the Role of State and Local Governments. In: Kamieniecki S, Kraft M, eds. The Oxford Handbook of Environmental Policy. University of Oxford Press; 2013:394-413. doi:10.1093/oxfordhb/9780199744671.013.0018</li> </ul>
<b>T</b>	<b>26-Sept</b>	<b>Social Safety Net</b>
		<ul style="list-style-type: none"> <li>□ Kelly P, Lobao L. Whose Need Matters?: The Local Welfare State, Poverty, and Variation in US Counties' Social Service Provisioning. Soc Curr. 2021;0(0):232949652110478. doi:10.1177/23294965211047886</li> <li>□ Selections from: Michener, J. (2018). Fragmented Democracy: Medicaid, Federalism, and Unequal Politics. United States: Cambridge University Press.</li> <li>□ Selections from: Lindert, P. (2004). Growing Public: Social Spending and Economic Growth since the Eighteenth Century. Cambridge: Cambridge University Press.</li> </ul>
<b>R</b>	<b>28-Sept</b>	<b>Spatial Inequality</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Lobao et al. (2007) The sociology of spatial inequality. State University of New York Press.</li> <li>□ Lobao L. Continuity and Change in Place Stratification: Spatial Inequality and Middle-Range Territorial Units. 2004;69(1):1-30.</li> <li>□ Lobao L. A Sociology of the Periphery Versus a Peripheral Sociology: Rural Sociology and the Dimension of Space. <i>Rural Sociol.</i> 1996;61(1):77-102. doi:10.1111/j.1549-0831.1996.tb00611.</li> </ul>

<b>T</b>	<b>3-Oct</b>	<b>Growth Machine</b>
		<ul style="list-style-type: none"> <li>□ Adua L, Lobao L. The Growth Machine Across the United States: Business Actors' Influence on Communities' Economic Development and Limited-Government Austerity Policies. City Community. 2019;18(2):462-482. doi:10.1111/cico.12399</li> <li>□ Adua L, Lobao L. The Political-Economy of Local Land-Use Policy: Place-Making and the Relative Power of Business, Civil Society, and Government. Sociol Q. 2021;62(3):413-438. doi:10.1080/00380253.2020.1756517</li> <li>□ Hooks G, Lobao L. Space and Politics. Handb Polit State Soc Glob Perspect. Published online 2010:367-384.</li> </ul>
<b>R</b>	<b>5-Oct</b>	<b>Racial Inequality</b>
		<ul style="list-style-type: none"> <li>□ Williams JA, Logan TD, Hardy BL. The Persistence of Historical Racial Violence and Political Suppression: Implications for Contemporary Regional Inequality. Ann Am Acad Pol Soc Sci. 2021;694(1):92-107.</li> <li>□ Bruch SK, Rosenthal AJ, Soss J. Unequal Positions: A Relational Approach to Racial Inequality Trends in the US States, 1940-2010. Soc Sci Hist. 2019;43(1):159-184. doi:10.1017/ssh.2018.36</li> <li>□ Do, D. Phuong et al. 2008. "Does Place Explain Racial Health Disparities? Quantifying the Contribution of Residential Context to the Black/White Health Gap in the United States." Social Science and Medicine 67:1258-68.</li> </ul>
<b>T</b>	<b>10-Oct</b>	<b>Racialized Spaces</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Rothstein, Richard (2017) The Color of Law: A Forgotten History of How Our Government Segregated America</li> <li>□ Selections from: Wilson, William Julius (1987) The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Pages 30-36</li> <li>□ Selections from: Massey, Douglas and Denton, Nancy (1987). American Apartheid: Segregation and the making of the underclass.</li> <li>□ Selections from: DuBois, W. E. B. 1903. The Souls of Black Folk. New York: Dover Thrift Editions.</li> <li>□ Race the Power of an Illusion</li> </ul>
<b>R</b>	<b>12-Oct</b>	<b>NO CLASS-University Break</b>
<b>T</b>	<b>17-Oct</b>	<b>Anti-Intellectualism</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Blumenthal, Sidney. 1986. The Rise of the Counter-Establishment. New York: Times Books.</li> <li>□ Selections from: Ovenden, Richard. (2020) Burning the Books.</li> <li>□ Selections from: Hofstadter, Richard (1966) Anti-Intellectualism in American Life.</li> </ul>



<b>R</b>	<b>19-Oct</b>	<b>Denialism</b>
		<ul style="list-style-type: none"> <li>□ Dunlap, R.E. and McCright, A.M., 2015. Challenging Climate Change: The Denial Countermovement. In: Climate Change and Society: Sociological Perspectives. New York, NY: Oxford University Press, 300–333.</li> <li>□ Mccright, Aaron M., Chenyang Xiao, and Riley E. Dunlap. 2014. “Political Polarization on Support for Government Spending on Environmental Protection in the USA , 1974 – 2012.” Social Science Research 48:251–60.</li> <li>□ Jacques PJ, Dunlap RE, Freeman M. The organisation of denial: Conservative think tanks and environmental scepticism. <i>Env Polit.</i> 2008;17(3):349-385.</li> </ul>
<b>T</b>	<b>24-Oct</b>	<b>International Environmental Theory</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Inglehart, Ronald (1997). Modernization and post modernization: Cultural, Economic and political change in 43 societies.</li> <li>□ Selections from: Wallerstein, Immanuel (2004) World Systems Analysis</li> <li>□ Böhm S, Misoczky MC, Moog S. Greening Capitalism? A Marxist Critique of Carbon Markets. <i>Organ Stud.</i> 2012;33(11):1617-1638.</li> </ul>
<b>R</b>	<b>26-Oct</b>	<b>Social Movements</b>
		<ul style="list-style-type: none"> <li>□ Hawken, P., Lovins, A. B., &amp; Lovins, L. H. (1999). Natural capitalism: creating the next industrial revolution. Boston, Little, Brown and Co.</li> <li>□ Almeida, P. (2019). Social Movements: The Structure of Collective Mobilization (1st ed.). University of California Press. <a href="https://doi.org/10.2307/j.ctvd1c7d7">https://doi.org/10.2307/j.ctvd1c7d7</a></li> <li>□ Benford, Robert D. and Snow DA. FRAMING PROCESSES AND SOCIAL MOVEMENTS: An Overview and Assessment. <i>Annu Rev Sociol.</i> 2000;26(1974):611-639.</li> </ul>
<b>T</b>	<b>31-Oct</b>	<b>Revisioning Our Spaces</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Brian Gareau and Connor J. Fitzmaurice (2016) Organic Futures: Struggling for Sustainability on the Small Farm.</li> <li>□ Selections from: Sbicca, Joshua (2018) Food Justice Now!: Deepening the Roots of Social Struggle.</li> <li>□ Speck, Jeff (2012) Walkable City: How Downtown Can Save America, One Step at a Time Nova York: North Point Press, 312 p. ISBN 978-0865477728</li> </ul>
<b>R</b>	<b>2-Nov</b>	<b>Utopias</b>
		<ul style="list-style-type: none"> <li>□ Selections from: Wright, Erik. (2010) Envisioning Real Utopias. London: Verso.</li> <li>□ Selections from: Wright, Erik. (2019), How to be an Anti-Capitalist in the 21st Century.</li> <li>□ Selections from: Ha Vinh T. (2022) A Culture of Happiness How to Scale Up Happiness from People to Organizations. Parallax Press.</li> </ul>

T	7-Nov	<b>Presentations</b>
R	9-Nov	<b>Presentations</b>
T	14-Nov	<b>Presentations</b>
R	16-Nov	<b>Presentations</b>
W	20-Nov	****DRAFTS DUE**** at Midnight on Carmen
T	21-Nov	<b>Presentations</b>
R	23-Nov	<b>NO SCHOOL -University Break</b>
T	28-Nov	<b>NO CLASS- ****REVIEWS DUE**** at Midnight on Carmen</b>
R	30-Nov	<b>NO CLASS- Work on Final Paper</b>
T	5-Dec	<b>NO CLASS- Work on Final Paper</b>
R	8-Dec	<b>NO CLASS- ****FINAL PAPER DUE**** at Midnight on Carmen</b>

# Artificial Intelligence

All AI considerations derive from three principles:

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

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

## UNIVERSITY POLICIES

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/Links to an external site.>.

### *Ohio State’s academic integrity policy*

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

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

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

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

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

- The Committee on Academic Misconduct web pages ([COAM HomeLinks to an external site.](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten SuggestionsLinks to an external site.](#))
- *Eight Cardinal Rules of Academic Integrity* ([northwestern.edu/uacc/8cards.htmLinks to an external site.](http://northwestern.edu/uacc/8cards.htm))

## *Copyright disclaimer*

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

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

## *Disability Services*

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

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes siteLinks to an external site.](#) for resources. Beyond five days of

the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.eduLinks to an external site.](#).

## UNIVERSITY RESOURCES

### Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.eduLinks to an external site.](#) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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

#### **Sexual misconduct/relationship violence:**

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

#### **Diversity:**

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