This course is a popular course for graduate students studying environmental social science and a suggested elective for EEDS students in the community development specialization. This specialization helps students, “develop a conceptual understanding of community, development and the environment and acquire the skills needed to implement positive social, economic and environmental change.”¹ This course meets the goals of this specialization, and graduate student interests in this area, by helping students understand how societies define “community” and how these definitions impact people’s lives and the world. We will also examine the mechanisms through which social change has occurred throughout history as well as how communities try to harness these mechanisms to create change. Finally, we will unpack what “positive” social change is, asking: Who defines what “positive” change is and why? Who is impacted by this definition?

**Expected Outcomes**

In recent surveys, “[w]hen employers were asked which attributes they look for on a candidate's resume, the biggest group of respondents (77.8 percent) chose both "leadership" and "the ability to work in a team structure." “These skills/qualities [were] followed by “written communication skills,” “problem-solving skills,” “strong work ethic,” and “analytical/quantitative skills.”² This class will help you obtain the following marketable skills that fit this profile:

- Proficiency with Geographic Information Systems (GIS) software and analysis techniques.
- Experience planning, conducting and analyzing public surveys.
- Exceptional writing skills, experience working in, and leading, teams.

You will be given the following opportunities to demonstrate that you have learned these skills.

**COMPLETE GIS LAB WORK (15 POINTS)**

In the last 19 years in Columbus the number of community gardens has gone from 4 to 67. That is an increase of 1,675 percent! This is a reflection of a national “local foods” movement and broader demographic changes in American cities that have been experiencing an increase in


young residents who, in previous generations, were moving to the suburbs. What are the causes of this movement? What are the effects? We will apply the concepts learned in this class to this social change that is currently happening all around us. Columbus is in the process of creating a “Local Food Action Plan” that our class has the opportunity to contribute to by mapping these changes. Our work will be provided to the Development Specialist at the City of Columbus’ Land Grant Development office (a recent grad of OSU!).

**OBJECTIVES:**

- Learn how to find geographic and demographic data
- geocode addresses
- Learn basic analysis skills

**SURVEY WORK (35 POINTS)**

In order to understand the motivation of a community’s behavior, and how their (social/physical/political) environment is impacting them, we need to understand their opinions. To achieve this organizations often fund public surveys. With the exception of surveys that are set up to be used for marketing (e.g. political surveys) most organizations that fund surveys want to ensure survey results are representative of the sentiment of the population. A clear picture of the public’s sentiment requires writing unbiased survey questions which have an appropriately operationalized research question, and a corresponding survey question. You will be learning these skills by taking part in a public survey. We will also have the opportunity to run a social experiment in order to determine the impact of public art and other initiatives that intend to impact the formation of community.

**OBJECTIVES:**

- Learn how to create a research question
- Develop unbiased survey questions
- Employ a survey instrument
- Analyze and interpret results in report/ final paper due on Carmen by 1:45pm on 4/28/16.

**EXPECTATIONS:**

- You will work in a group to develop and operationalize a research question that is appropriate to our sample population and aligns with your interests.
- You will write survey questions & analyze survey data
• UNDERGRADUATES: You will write up your results in a report as a group— with each section assigned to a student. **DUE ON CARMEN ON 4/28 by 2pm.**

• GRADUATES: You will write up a publishable style paper & submit it to a conference for presentation (we will discuss further in class). **DUE ON CARMEN ON 4/28 by 2pm.**

### UNDERGRADUATE: SUMMARIES (35 POINTS) GRADUATE: CRITIQUES (35 POINTS)

#### OBJECTIVES:

- Demonstrate mastery of subject area & ability to apply it

#### EXPECTATIONS:

- Undergraduate students will submit summaries, which should be less than 2 pages long (points will be taken away if more than that is written) with roughly one paragraph designated to summarizing the main points of the articles assigned for the day.
- Graduate students will submit critiques, which should be less than 2 pages long (points will be taken away if more than that is written). Please discuss and critically evaluate the assumptions, framing, methods and conclusions drawn of the articles assigned.
- A hard copy should be turned in the day of class. There are 16 opportunities to turn in a summary/critique. Your two lowest grades will be dropped.

### PARTICIPATION (15 POINTS)

#### OBJECTIVES:

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

#### EXPECTATIONS:

- You will participate in class discussions
  - Please bring in a written question to discuss for each summary/critique you submit
- You will choose a day to lead the discussion in class over the readings
- When we interview practitioners in the field you will be professional and ask questions that help you to understand the path they have taken and their experiences along the way.
**COURSE SCHEDULE:**
The day of the week, date and general times of activities and assignments are noted below. We will discuss this schedule in class the first week. 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.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS TO COVER</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 13-Jan</td>
<td><strong>Introductions</strong></td>
<td>□ Course □ Topic □ Each other</td>
</tr>
<tr>
<td>F 15-Jan</td>
<td><strong>Demography Basics</strong></td>
<td>□ Mortality □ Fertility □ Migration □ Pop pyramids □ Pop bomb □ Bare branch □ Malthus</td>
</tr>
<tr>
<td>W 20-Jan</td>
<td><strong>US Landscape</strong></td>
<td>□ History of Zoning □ NYC 1800’s □ Great Migration □ Segregation □ Suburbs □ Du Bois</td>
</tr>
<tr>
<td></td>
<td>Selections from:</td>
<td></td>
</tr>
<tr>
<td>F 22-Jan</td>
<td><strong>Race the Power of an Illusion</strong>-MOVIE</td>
<td></td>
</tr>
<tr>
<td>W 27-Jan</td>
<td><strong>Environmental Justice</strong></td>
<td>□ History □ Evidence □ Cancer Alley □ Food Deserts</td>
</tr>
<tr>
<td>F 29-Jan</td>
<td><strong>Social Capital</strong></td>
<td>□ Types □ Social Norms □ Culture □ MTO Experiment</td>
</tr>
<tr>
<td></td>
<td>□ Knack and Keefer (1997). Does Social Capital have an economic payoff? A cross-country investigation. Q.J. Econ. 112:1251-1288</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ TBA</td>
<td></td>
</tr>
</tbody>
</table>
### Place Attachment


### Amenity Development


**W** 30-Mar Analysis Of Data

**F** 1-Apr Gentrification I


**W** 6-Apr Gentrification II

- http://www.columbusunderground.com/history-lesson-flood-dm1

**F** 8-Apr Writing Center

**W** 13-Apr Environmental Concern

- TBA

**F** 15-Apr Climate Change Politics

- Robert J. Antonio and Robert J. Brulle THE UNBEARABLE LIGHTNESS OF POLITICS: Climate Change Denial and Political Polarization The Sociological Quarterly 52

**W** 20-Apr Polarization

- McCright, Aaron M AM (2014). "Political polarization on support for government spending on environmental protection in the USA, 1974-2012.". Social science research (0049-089X), 48, p. 251
- TBA

**F** 22-Apr Social Change


**R** 28-Apr FINAL PAPER DUE DAY OF FINAL EXAM ONLINE

**Grading Scheme:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
</table>

---
Accommodation of Students with Disabilities:

Any student with a documented disability who may require special accommodations should let the instructor know as early in the semester as possible to receive effective and timely accommodations. The office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Academic Misconduct:

For activities of this course, the Code of Student Conduct of The Ohio State University applies. Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations. Specifically, plagiarism is the representation of another’s work or ideas as one’s own, including the unacknowledged word-for-word and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. It also includes submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor for which the work is being submitted. Faculty Rule 3335-5-487 will be followed in cases of academic misconduct – “Instructors shall report instances of alleged academic misconduct to the committee (on academic misconduct).” For more information, please refer to: http://studentaffairs.osu.edu/resource_csc.asp.

DATE RUNNING DISCUSSION: