

RURAL SOCIOLOGY 5540

POPULATION, PLACE, AND ENVIRONMENT

SPRING 2022

T	11-Jan	Introductions to course and each other	
R	13-Jan	Environment & Demography	Discussion
T	18-Jan	Making of America	Discussion
R	20-Jan	Segregation	In-Class Assignment
T	25-Jan	Allostatic Load	In-Class Assignment
R	27-Jan	Social Determinants of Health	Discussion
T	1-Feb	Local Governments	
R	3-Feb	Local Governments due at the end of class	
T	8-Feb	Polarization	Discussion
R	10-Feb	Gerrymandering	In-Class Assignment
T	15-Feb	Climate change & violence	Discussion
R	17-Feb	Literature Reviews & Writing	
T	22-Feb	Policy/Legislation Analysis	
R	24-Feb	NGO hunting	
T	1-Mar	NGO hunting	
R	3-Mar	Influencing Policymakers	
T	8-Mar	NGO synthesis due at end of class	
R	10-Mar	GIS Basics	
T	15-Mar	SPRING BREAK	
R	17-Mar	SPRING BREAK	
T	22-Mar	GIS Data	
R	24-Mar	Spatial Data Analysis	
T	29-Mar	GIS analysis due at end of class	
R	31-Mar	NO CLASS work on your drafts	
T	5-Apr	Amplification	In-class Assignment
R	7-Apr	Drafts ***BRING IN 3 PRINTED DRAFTS OF YOUR POLICY BRIEF	In-class Assignment
T	12-Apr	NO CLASS work on your presentations	
R	14-Apr	Presentations	
T	19-Apr	Presentations	
R	21-Apr	Presentations	
T	25-Apr	Presentations	
R	28-Apr	Final Policy Brief Due	

In this class you will learn about the structure of communities. We will find those communities that are doing a stellar job at promoting community health and well-being in Ohio, as well as those who are struggling. We will then investigate what is going right and what is going wrong. How do we measure this? We can certainly use measures on health and well-being that have been created and used by top research institutions like the United Nations, the WHO, etc. However, I would argue that we use those as a baseline understanding of how our communities vary and we rewrite as we begin to understand what a community sees as their own strengths and needs.

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To try to come at a ‘tri-angled’ perspective on how a community is doing, and make it comparable across places, we will map and understand universal measures of community well-being, connect with local organizations focused on the issues to see what these voices say. In this course we will aim to achieve these two goals, propped up with our third goal of placing this all in context of the literature on the issue. I want to do all of this while simultaneously providing you with something that will benefit you on the job market. In this class we will be writing up a policy brief that you will “amplify” by turning through media coverage, publication, presentation, etc.

The first part of this class will largely be me lecturing and giving you foundational information on topics of population, place and the environment. The second part of this class we will be workshopping different skills to create your policy brief. I will show you an example of how to do something and then you and your group will work on applying that technique to your own issue. I have designed assignments below to help you achieve the goals of the course.

LOCAL GOVERNMENTS (20 POINTS)

OBJECTIVES:

- Understanding how local governments work

EXPECTATIONS:

- Map out landscape of how local governments address your assigned issue

NGO SYNTHESIS (20 POINTS)

OBJECTIVES:

- Working with community groups
- Understanding a community group’s perspective on their strengths and needs

EXPECTATIONS:

- Map out landscape of community groups working on your issue
- Synthesize and reflect the strengths and needs you’ve heard
- Be aware of whom you haven’t heard from

IN-CLASS ASSIGNMENTS (25 POINTS → 5POINTS EACH)

OBJECTIVES:

- Apply concepts from class
- Hone marketable skills

EXPECTATIONS:

- You will work on these assignments during class

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GIS LAB WORK (20 POINTS)

OBJECTIVES:

- Learn how to find and utilize geographic and demographic data

EXPECTATIONS:

- You will work to find and display spatial data
- Turn in a basic analysis of these data

DISCUSSION QUESTIONS AND RESPONSES (25 POINTS → 5POINTS EACH)

OBJECTIVES:

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

EXPECTATIONS:

- You will upload 2 questions for your group before class
- You will participate in class discussions
- You will anonymously evaluate your peers

POLICY BRIEF PRESENTATION (30 POINTS)

OBJECTIVES:

- Communicating complex issues effectively
- Plan to influence

EXPECTATIONS:

- You will present your policy brief findings and plan for amplification

POLICY BRIEF (100 POINTS)

OBJECTIVES:

- Apply concepts from class
- Deliverable that can be used for career
- Understand how to effect social change

EXPECTATIONS:

- You will be turning in a policy brief on the topic assigned in class
- You will implement an amplification plan

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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%

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.