



SYLLABUS

RURAL SOC 5580

Social Impact Assessment (3 credit hours)

The Ohio State University

Spring Semester 2023 – Online

****UPDATED 01/09/23****

COURSE OVERVIEW

Instructor

Instructor: Jeffrey B. Jacquet, PhD

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Teaching Assistant: Djeynaba Ba

Email address: ba.17@osu.edu

All Office hours are by appointment via Zoom. Email the instructor or teaching assistant to set up an appointment.

Prerequisites

Junior, senior, or graduate level standing, or permission of instructors.

Differential Expectations for Undergraduate and Graduate students

As a 5000-level course, ENR 5210 serves both undergraduate and graduate students. Differential expectations for graduate students may include leadership roles in leading discussion and the SIA critique project that takes place over the semester. Graduate students are expected to produce content and delivery of content for the case study research that shows an exceptional understanding of material and they often serve as leader during the video research, production, and delivery. The instructor will discuss with each graduate student opportunities to serve in a leadership role and to perform more in-depth research for the case study topic to determine if this aligns with the graduate student's interests and graduate study goals.

Course description

Social Impact Assessment (SIA) is the process of analyzing, monitoring, and managing the intended and unintended social consequences of policies, programs, and/or projects at the local and regional level. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment by informing both the local community and the policy makers of the social impact of a project and/or policy development so that effective decision making, preparation and mitigation can be made.

SIAs are commonly and routinely performed in many instances in the United States and around the world, although many are unaware of the importance or usefulness of these documents. They are required if the project or proposal is managed or supported by agencies such as the World Bank, the United Nations, USAID, US Federal Government, and is additionally mandated by many other national, state, and local governments.

This course provides students with a broad understanding of the fundamental history, concepts, methods, and theories of Social Impact Assessment in both U.S. and International contexts. Students are exposed, via scholarly articles and case studies, to existing social impact analyses from across the US and the World. Through lecture, online group discussion, readings, as well as student-authored essays, reports, and video presentations, students gain an understanding of how quality social impact assessments are performed.

This is a completely online course that will deliver content, quizzes, homework, exams, and student presentations and discussions through Ohio State's Carmen system (<https://carmen.osu.edu/>).

Course learning outcomes

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

- **describe** the historical context and development of SIA,
- Correctly **use** the terms and concepts of Social Impact Assessment, both in the US and internationally
- **situate** SIA within the larger context of community planning and project implementation,
- **critically evaluate** existing SIA documents, and
- **apply** the knowledge and skills needed to **perform** an SIA at the community level.

COURSE MATERIALS AND TECHNOLOGIES

Required Textbook: The required text for this class is: *The Concepts, Process and Methods of Social Impact Assessment* by Rabel J. Burge and Colleagues. (2016) Social Ecology Press. ISBN-13: 978-1-946201-02-7

The book can be purchased for \$35.95 at the non-profit publisher's website:
<https://upcolorado.com/university-press-of-colorado/item/3395-the-concepts-process-and-methods-of-social-impact-assessment>

The textbook is highly recommended and will be a good future resource for students interested in a career in environmental regulation, development or planning, etc.

The textbook readings are assigned towards the beginning of the semester, and the book will be utilized throughout the course. However, to make sure that students have the readings in time for the week they are assigned, *low-quality scans of the textbook readings will be posted* to Carmen.

Assigned readings: This class utilizes additional course readings, which primarily include academic journal articles and real-world Social Impact Assessment case studies. All additional assigned readings and materials will be posted on the RS 5580 Carmen page. Each assigned reading indicates the date by which it should be read. It is important to keep up with the readings.

Course technology

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:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, basic editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) 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

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

GRADING AND FACULTY RESPONSE

How your grade is calculated:

| Activity | % of Grade |
|---|------------|
| <p>Discussion/Reading Response posts or other content.</p> <p>This is a discussion-based class that is not designed around lecture. Each week students are expected to perform the readings and other material, and post a video or essay-based reaction to the readings and other class material, responding to prompts that are given to you. Even though this is an online class, you should “come to class” prepared and able to engage in thoughtful and in-depth discussion and analysis that one would expect in a senior undergraduate or graduate school-level seminar room.</p> <p>Graduate students: Each graduate student is expected to work with the instructor to organize and lead class discussion for 1 week during the semester. This will involve posting additional readings, designing activities, and/or posting questions and/or discussion prompts for classmates to engage.</p> | 30% |
| <p>Midterm/Quiz: over fundamental terms & concepts of SIA;</p> <p>This “quiz” will test basic history, terms, concepts, facts, and tenants of SIA. The exam will be a combination of multiple choice, true/false, short</p> | 20% |

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| answer, and essay. More details, practice quizzes , and a study guide will be provided at a later date. | |
| Testing window: 12:01AM Monday February 27th to 11:59PM Tuesday February 28th | |
| Social Impact Assessment Analysis/Critique Identify an existing SIA and obtain approval from instructor. Provide a written critical analysis of the document and also present your findings to class in the form of an uploaded video/narrated PowerPoint. More details and rubric will be provided. Obtain approval from instructor by Tuesday February 14th Written Report Due: Tuesday March 28th . Presentations March 9th thru April 14th | 30% |
| Final Project This is a written report that involves four main criteria: a) Identify and extensively research the background and parameters of a real-life proposed (or recently implemented) developmental policy, land use change, industrial development, or other relevant action; b) Using concepts and methods learned in class, design a research program to assess the social impact of this development. Include the categories of impact to be assessed, indicators used to reflect each impact category, methodologies to test these indicators, etc. c) Using extensive background research of the project and/or performing secondary data collection as appropriate, report your findings of the SIA (the types of impact, or ranges of impact, that you would might likely find if the research was performed) d) Design an appropriate and reasonable monitoring program and mitigation strategies to monitor and, if needed, alleviate the types of social impact predicted. Each student will relay their findings to class in the form of a discussion board (recorded presentation not required). Additional information, directions, and rubric will be provided Presentations: Last week of class and finals week (TBD) Report Due: Finals Week. 11:59PM THURSDAY APRIL 27 TH | 20% |
| Total | 100% |

***Please refer to Carmen for due dates of assignments.**

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70 –72.9: C-
 67 –69.9: D+
 60 –66.9: D
 Below 60: E

Faculty feedback and response time

I am providing the following list 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:** For large assignments, you can generally expect feedback within **7 calendar days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**. For the fastest response, please send me an EMAIL (Jacquet.8@osu.edu) and NOT a Carmen message.

PARTICIPATION AND ATTENDANCE

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
 Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.)

Discussion and communication guidelines

The following are my 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 academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

OTHER COURSE POLICIES

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes, homework, and exams:** You must take all quizzes, homework and exams yourself, without any external help or communication.
- **Student video presentation and associated assignments:** Your student video presentation contribution and your contribution to associated assignments, including discussion posts, should be your own original work.

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 Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.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.

Statement on title IX

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.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Grievances and Solving Problems:

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary,

take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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."

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. 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: 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

- Synchronous course tools

COURSE SCHEDULE

Course Schedule

Subject to Change with Notice Given. Check the course Carmen page for the most up to date schedule.

| Date | Subject(s) | Readings | Assignments |
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| Week 1 - January 10th | Class Introductions, Syllabus Review, What is SIA? | The National Environmental Policy Act of 1969: http://www.epa.senate.gov/nepa69.pdf | Assignments: Post an introduction on the discussion board by 11:59pm Friday the 13th , along with any questions about the class or syllabus |
| | | <ul style="list-style-type: none"> • Jacquet, Jeffrey B. 2014 "A Short History of Social Impact Assessment" Bozeman, MT: Headwaters Economics. • Freudenburg, William R. "Social Impact Assessment" Annual Review of Sociology, Vol. 12, (1986), pp. 451-478 | Video or Written post by end of Tuesday January 17th . Responses to two other student posts by end of Friday January 20th . See Carmen for Details. |
| Week 2 – January 17th | What is Social Impact Assessment? Theoretical Lineages | <ul style="list-style-type: none"> • Merton. R. K. 1936. "The Unanticipated Consequences of Purposive Social Action" American Sociological Review, Vol. 1 Issue 6, p894-904 • Cottrell, W. (1951). Death by Dieselization: A Case Study in the Reaction to Technological Change. American Sociological Review, 16(3), 358-365. • Carter, Novia. 1978. "New wine in old bottles" in Social impact assessment: theory, method, and practice (Frank Tester, Ed). Calgary : Detseling Enterprises Ltd. | Video or Written post due by 11:59PM Tuesday January 24th . Responses by end of Friday. See Carmen for Details. |

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| Week 3 – January 24th | SIA Theoretical Basis and Biases | <ul style="list-style-type: none"> Chapter 1, 2 and 5 of Concepts, Process, and Methods | |
| | SIA Theoretical Basis and Biases | <ul style="list-style-type: none"> Freudenburg, William, R. 1983. “Theoretical Developments in Social and Economic Impact Assessment” paper presented by Alaska Symposium on the Social, Economic, and Cultural Impacts of Natural Resource Development, Alaska Pacific University, Anchorage August 25, 26, 27 1982. Sally Yarie (editor). Fairbanks: Department of Conferences and Institutes | Video or Written post due by Tuesday Jan 31st . Responses by end of Friday. See Carmen for Details. |
| Week 4 – January 31st | Variables and Methods of Interest | <ul style="list-style-type: none"> Chapter 3, 4, 7, 9 of Concepts, Process, and Methods | |
| | Variables and Methods of Interest | <ul style="list-style-type: none"> Albrecht, S and Thompson, J. (1988). The place of attitudes and perceptions in social impact assessment Society & Natural Resources Vol. 1, Iss. 1, | Video or Written post due by Tuesday Feb 7th . Responses by end of Friday. See Carmen for Details. |
| Week 5 February 7th | SIA and the Local Planning Process | <ul style="list-style-type: none"> Chapter 8, 11, 17, 18 of Concepts, Process, and Methods | Identify SIA for review, choose date for presentation, and receive approval from instructor by Friday Feb 14th |
| | | Burdge, Rabel. J. 2002. “Why is social impact assessment the orphan of the assessment process?” Impact Assessment and Project Appraisal, 20(1):3–9 | Video or Written post due by Tuesday Feb 14th . Responses by Friday. |

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| Week 6 – February 14th – | SIA in International Contexts | <ul style="list-style-type: none"> Chapter 20, 23 of Concepts, Process, and Methods <p>Vanclay, F., 2006. Principles for social impact assessment: a critical comparison between the international and US documents. Environmental Impact Assessment Review, 26 (1), 3–14.</p> | |
| | SIA in International Contexts | <ul style="list-style-type: none"> Ana Maria Esteves, Daniel Franks & Frank Vanclay(2012):” Social impact assessment: the state of the art”, Impact Assessment and Project Appraisal, 30:1, 34-42 | Video or Written post due by Tuesday Feb 21st . Responses by end of Friday. See Carmen for Details. |
| Week 7 – FEB 28th. | EXAM 1 on basic Principals of SIA Due by FEB 28th | <ul style="list-style-type: none"> Exam Window is open from 12:01AM Monday Feb27th to 11:59PM Tuesday Feb 28th | |
| Week 8 – March 1st | Confessions of an Economic Hit Man | Confessions of an Economic Hit Man | Real SIA Presentations #1, #2, #3 #4, #5, #6, |
| | | | Video or Written post due by Tuesday March 7th . Responses by end of Friday. See Carmen for Details. |

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| Week 9 March 7th | Psychological Impacts | <ul style="list-style-type: none"> • Jacquet, J. and Stedman, R. (2012) The risk of social and psychological disruption from | Tuesday: Real Presentations SIA #7, #8 and 9, 10, 11, 12 |
| | Psychological Impacts | <ul style="list-style-type: none"> • Dyer, Christopher L. Punctuated Entropy as Culture-Induced Change: The Case of the Exxon | Video or Written post due by Tuesday March 21st (after spring break) . Responses by end of Friday. See Carmen for Details. |
| March 15th | | Spring Break! | |
| Week 10- March 21st | Economic Impacts | <ul style="list-style-type: none"> • Hoy, K. A., Kelsey, T. W., & Shields, M. (2017). An Economic Impact Report of Shale Gas Extraction in Pennsylvania with Stricter Assumptions. Ecological Economics, 138, 178-185. | March 22; Real SIA Presentations 13,14,15, 16, 17, 18 |
| | Monitoring & Mitigation | <ul style="list-style-type: none"> • Haggerty, J., & McBride, K. (2016). Does local monitoring empower fracking host communities? A case study from the gas fields of Wyoming. Journal of Rural Studies, 43(1), 235–247 | Video or Written post due by Tuesday March 28th . Responses by end of Friday. See Carmen for Details. WRITTEN SIA CRITIQUE DUE March 28th |
| Week 11 March 28th | Cumulative Impacts | <ul style="list-style-type: none"> • Crookes, D (2009) An evaluation of tools for an assessment of cumulative effects in socioeconomic impact studies Journal of environmental assessment policy and management vol:11 iss:3 pg:311 -329 • Other Readings TBA | WRITTEN SIA CRITIQUE DUE March 28th Real SIA Presentations #19, 20, 21, 22, 23, 24 Video or Written post due by Tuesday April 4th . Responses by end of Friday. |

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| Week 12: April 4th | Gender and Impact Assessment I | <ul style="list-style-type: none"> • Gender Analysis in Social Impact Assessment - Vanclay , Frank, and Ana Maria Esteves 2012. New Directions In Social Impact Assessment, Conceptual and Methodological Advances Vanclay, Conflict Sensitive SIA. EE Publishing. • Sanjay Sharma, 2010, “The impact of mining on women: lessons from the coal mining Bowen Basin of Queensland, Australia”, in Impact Assessment and Project Appraisal, volume 28, pages 201-215 | Real SIA Presentations #25, 26, 27, 28, 29, 30, |
| | Gender and Impact Assessment I | <ul style="list-style-type: none"> • Kerry Carrington, Alison McIntosh and John Scott5, 2010, “Globalization, frontier masculinities and violence,” in British Journal of Criminology, volume 50, pages 393-413 | Video or Written post due by Tuesday April 11th . Responses by end of Friday. See Carmen for Details. |
| Week 13 April 11th | Gender II | <ul style="list-style-type: none"> • Matt Filteau, A Localized Masculine Crisis: Local Men’s Subordination within the Marcellus Shale Region’s Masculine Structure. Rural Sociology 2015 • David Jijelava and Frank Vanclay, “Social license to operate through a gender lens: The challenges of including women’s interests in development assistance projects”, Impact Assessment and Project Appraisal, volume 32, pages 283-292 | |
| | Life-Cycle Planning | <ul style="list-style-type: none"> • Colstrip: the status of key policies and decision processes2017. Julia h. Haggerty, kathryn bills walsh, mark haggerty, and jackson rose. • Dannenberg, A. L., Bhatia, R., Cole, B. L., Heaton, S. K., Feldman, J. D., & Rutt, C. D. (2008). Use of health impact assessment in the US: 27 case studies, 1999–2007. American journal of preventive medicine, 34(3), 241-256. | Video or Written post due by Tuesday April 18th . Responses by end of Friday. See Carmen for Details. |

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| Week 15 April 18th | Health Impact Assessment | Jacquet, J. 2014. The Battlement Mesa Health Impact Assessment A case study and oral history of process and lessons learned. Headwaters Economics, Bozeman, MT. | |
| | Final Project Presentations | Final Project Presentations on Carmen (| Video or Written post due by Tuesday April 25th . Responses by end of Friday. See Carmen for Details. |
| Finals Period Tuesday Apr 26th | Final Project Report and Discussions | Final Projects due <u>Thursday</u> April 27th at 11:59pm More student Discussion Board presentations on Carmen | |