

SYLLABUS

RURAL SOC

5580

Social Impact Assessment (3 credit hours) Distance Learning- The Ohio State University
Fall Semester 2023 – Online – Asynchronous
UPDATED 8/27/23

COURSE OVERVIEW

Instructor

Instructor: Djeynaba Ba, Ph.D. ba.17@osu.edu

- **Preferred means of communication:**

- My preferred method of communication for questions is **email**.
- My class-wide communications will be sent through the Announcements tool and email in Carmen Canvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

Joelle Jenkins, jenkins.1373@buckeyemail.osu.edu

Office hours: By appointment – Send us an email! Happy to meet up via zoom.

Prerequisites

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

Differential Expectations for Undergraduate and Graduate students

As a 5000-level course, RS 5580 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 goals and outcomes

By the end of this course, students will:

- have a broad understanding of Social Impact Assessment in both U.S. and International contexts.
 - As a result, 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. Burdge 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>

Any used version of this book "Concepts, Process and Methods of Social Impact Assessment" by Rabel J. Burdge and Colleagues will be sufficient.

Low-quality scans of the textbook will be made available for students who are unable to order the text. However, the book is a quality resource for professionals in environmental planning and we will read it in its entirety.

Assigned readings: This class utilizes many 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

- Carmen Connect 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 365ProPlus 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 videos or posts</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>Discussion Posts are due each week – your in-depth responses to discussion prompts are due on Tuesdays by 11:59pm Eastern Time, and responses to your classmates are due by 11:59pm on Fridays.</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 questions and discussion prompts for classmates to engage, responding to students posts to generate further discussion, as well as posting additional readings, designing class activities, and/or recording lectures. More details and schedule will be emailed to graduate students in the first few weeks of class.</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 answer, and essay and will be proctored online through the Carmen Quiz function. More details and practice quizzes will be provided at a later date.</p> <p>Testing window: 12:01AM Monday October 2nd to 11:59PM Tuesday October 3rd.</p>	20%
<p>Social Impact Assessment Analysis/Critique</p> <p>Identify an existing SIA and obtain approval from instructor. Provide a written critical analysis of the document following the instructor’s guidelines and also present your findings to class in the form of an uploaded video/narrated PowerPoint. More details and rubric will be provided.</p> <p>Obtain approval from instructor by Friday September 15th Written Report Due: Tuesday October 31st Presentations October 10th thru November 14th</p>	30%
<p>Final Project</p> <p>This is a written report that will be due during Finals Week 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 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. Additional information, directions, and rubric will be provided</p> <p>Proposed topic for final project due NOVEMBER 17TH Report Due: Finals Week. 11:59PM MONDAY DECEMBER 11TH</p>	20%
Total	100%

*** *Late Assignments:* Please refer to Carmen for due dates of assignments. Late submissions will be subject to point deductions daily unless accompanied by a doctor’s note.**



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 your instructor or TA a Carmen message or EMAIL (ba.17@osu.edu or jenkins.1373@buckeyemail.osu.edu).

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 TWICE 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 us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not 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.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

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 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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

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, 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.

Your mental health

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.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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

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 of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each



individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <https://cbasc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaesdei.osu.edu/about-us/cfaes-principles-community>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://cfaesdei.osu.edu/>). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

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 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; 614-292-3307; or slds.osu.edu.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of Carmen Canvas (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 as early as possible.

- [Carmen Canvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [Carmen Zoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

(Subject to Change with Notice Given)

Date	Topic	Readings, Assignments, Notes
Week 1 Tuesday August 22	Introductions	Assignments: Post an introduction on the discussion board by 11:59pm this FRIDAY 25th, along with any questions about the class or syllabus. The Syllabus <u>Quiz</u> is due by Tuesday August 29th. See Carmen for Details.
	What is SIA?	<ul style="list-style-type: none"> - The National Environmental Policy Act of 1969: http://www.epa.senate.gov/nepa69.pdf - 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 <p>- Video or Written post due by 11:59pm Tuesday August 29th. Responses to two other student posts by end of Friday</p>
Week 2 Tuesday August 29	What is SIA: 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. <p>Video or Written post due by 11:59pm Tuesday September 5th. Responses to two other student posts by end of Friday</p>



Week 3 Tuesday September 5 th	What is SIA: Theoretical Underpinnings	<ul style="list-style-type: none"> • Chapter 1, 2 and 5 of Concepts, Process, and Methods • 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 <p>Video or Written post due by 11:59pm Tuesday September 12th. Responses to two other student posts by end of Friday</p>
Week 4 Tuesday September 12th	What is SIA: How do we measure	<ul style="list-style-type: none"> • Chapter 3, 4, 7, 9 of Concepts, Process, and Methods • Albrecht, S and Thompson, J. (1988). The place of attitudes and perceptions in social impact assessment Society & Natural Resources Vol. 1, Issue. 1, <p>Video or Written post due by 11:59pm Tuesday September 19th. Responses to two other student posts by end of Friday</p>
Week 5 Tuesday September 19th	SIA and Local Planning Processes	<p>Chapter 8, 11, 17, 18 of Concepts, Process, and Methods</p> <p>Burdge, Rabel. J. 2002. "Why is social impact assessment the orphan of the assessment process?" Impact Assessment and Project Appraisal, 20(1):3–9</p> <p>Video or Written post due by 11:59pm Tuesday September 26th. Responses to two other student posts by end of Friday</p>
Week 6 Tuesday September 26th	SIA in International Contexts	<ul style="list-style-type: none"> • Chapter 20, 23 of Concepts, Process, and Methods • Vanclay, F., 2006. Principles for social impact assessment: a critical comparison between the international and US documents. Environmental <p>Video or Written post due by 11:59pm Tuesday October 3rd. Responses to two other student posts by end of Friday</p>
Week 7 Tuesday October 3rd	EXAM 1	Multiple Choice and Short Essay Sections Due on Carmen. Exam Window is open from 12:01AM Monday October 2nd to 11:59PM Tuesday October 3rd
Week 8 Tuesday October 10th	Confessions of an Economic Hitman	<p>Perkins, John. Confessions of an Economic Hitman (Entire Book). REAL SIA CRITIQUE PRESENTATIONS BEGIN</p> <p>Video or Written post due by 11:59pm Tuesday October 17th. Responses to two other student posts by end of Friday</p>
October 12-13	Autumn Break	
Week 9 Tuesday October 17th	Psychological Impacts	<ul style="list-style-type: none"> • Jacquet, Jeffrey B. and Richard C. Stedman. 2014. The risk of social-psychological disruption as an impact of energy development and environmental change. Journal of Environmental Planning and Management Pages 1285-1304 • Dyer, Christopher L. Punctuated Entropy as Culture-Induced Change: The Case of the Exxon <p>Video or Written post due by 11:59pm Tuesday October 24th. Responses to two other student posts by end of Friday</p>



Week 10 Tuesday October 24th	Economic Impact Assessment	<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. <i>Ecological Economics</i>, 138, 178-185. Haggerty, J., & McBride, K. (2016). Does local monitoring empower fracking host communities? A case study from the gas fields of Wyoming. <i>Journal of Rural Studies</i>, 43(1), 235–247 <p>Video or Written post due by 11:59pm Tuesday October 31st. Responses to two other student posts by end of Friday</p>
Week 11 Tuesday October 31st	Cumulative Impact Assessment	<ul style="list-style-type: none"> Crookes, D (2009) An evaluation of tools for an assessment of cumulative effects in socioeconomic impact studies <i>Journal of environmental assessment policy and management</i> vol:11 iss:3 pg:311 – 329. Written SIA Critique Due Date. <p>Video or Written post due by 11:59pm Tuesday November 7th. Responses to two other student posts by end of Friday</p>
Week 12 Tuesday November 7th	Gender Impact Assessment #1	<ul style="list-style-type: none"> Gender Analysis in Social Impact Assessment - Vanclay, Frank, and Ana Maria Esteves 2012. <i>New Directions In Social Impact Assessment, Conceptual and Methodological Advances</i> Vanclay, Conflict Sensitive SIA. EE Publishing. of Queensland, Australia”, in <i>Impact Assessment and Project Appraisal</i>, volume 28, pages 201-215. David Jijelava and Frank Vanclay, “Social license to operate through a gender lens: The challenges of including women’s interests in development assistance projects”, <i>Impact Assessment and Project Appraisal</i>, volume 32, pages 283-292 <p>Video or Written post due by 11:59pm Tuesday November 14th. Responses to two other student posts by end of Friday</p>
November 10th	Veteran’s Day	
Week 13 Tuesday November 14th	Gender Impact Assessment #2	<ul style="list-style-type: none"> Kerry Carrington, Alison McIntosh and John Scott, 2010, “Globalization, frontier masculinities and violence,” in <i>British Journal of Criminology</i>, volume 50, pages 393-41 Matt Filteau, A Localized Masculine Crisis: Local Men’s Subordination within the Marcellus Shale Region’s Masculine Structure. <i>Rural Sociology</i> 2015 <p>Video or Written post due by 11:59pm Tuesday November 21st. Responses to two other student posts by end of Friday</p>
Week 14 Tuesday November 21st	End of Life Planning	<ul style="list-style-type: none"> Colstrip: the status of key policies and decision processes 2017. Julia H. Haggerty, Kathryn bills Walsh, Mark Haggerty, and Jackson Rose. Haggerty and Roemer 2022 – Coalstrip: How to design a town to self-destruct? <p>Video or Written post due by 11:59pm November 28th. Responses to two other student posts by end of Friday</p>
Week 15 Tuesday November 28th	Health Impact Assessment and other Cutting Edge Topics	<ul style="list-style-type: none"> Jacquet, J. 2014. The Battlement Mesa Health Impact Assessment A case study and oral history of process and lessons learned. <i>Headwaters Economics</i>, Bozeman, MT. 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. <i>American journal of preventive medicine</i>, 34(3), 241-256. <p>Video or Written post due by 11:59pm Tuesday December 5th. Responses to two other student posts by end of Friday</p>

Week 16 FINALS WEEK December 8	REAL SIA Projects Due Monday, December 11th at 11:59 pm	Proposed SIA Projects Due, includes brief presentation. See Carmen for Details.
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