THE OHIO STATE UNIVERSITY

SYLLABUS
ENR 2400 CITIZENSHIP ACROSS THE RURAL-URBAN DIVIDE

Spring 2025

GE: Citizenship for a Just and Diverse World

Course Information

Course times and location: Tuesdays and Thursdays, 12:45-2:05, 20 Page Hall

Credit hours: 3

Mode of delivery: In Person

Instructor

Name: Kristi Lekies, Ph.D.

Email: lekies.1@osu.edu

Phone Number: 614-688-3537

Office location: 320C Kottman Hall

Office hours: By appointment

Preferred means of communication:

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

Instructional Aid

Name: Heather Downey, M.S.

Email: downey.302@osu.edu

Office Hours: To be determined

Student Instructional Assistants

Name: Keely Fisher, Ph.D. Student

Email: fisher.2082@osu.edu

Office Hours: Wednesdays from 4:00-5:15, first floor lobby of Kottman Hall or online

Name: Hayden Belleville, Environment and Natural Resources Student/Natural Resources Management

Email: Belleville.13@osu.edu

Office Hours: Thursdays after class until 3:00, location to be determined

Name: Olivia Lowden

Email: Lowden.33@osu.edu

Prerequisite: None

Course Description

Catalog description: Foundational concepts of citizenship in historical, current, and social science contexts; definitions, benefits, and responsibilities of citizenship. Citizenship and community participation in rural, urban, or suburban locations, differing perspectives, community institutions and civic engagement. Impacts of agricultural and environmental issues locally, nationally, and globally.

We are increasingly living in a world where viewpoints on critical agricultural and environmental issues are shaped and divided by the identities and interests of the people engaged in them as practitioners, regulators, researchers, and advocates. This course presents citizenship as both a social institution and a personal status connecting people and society, and shaping the development and maintenance of other community institutions and types of civic engagement. It engages students in examining the relationships among people and how those relationships are shaped by the types of communities they live in, rural / suburban / urban. This community continuum influences ideas about environmental issues and how perceptions of rights and responsibilities affect citizen action. We further explore how these aspects of society vary in sense of belonging and inclusiveness in everyday life across rural and urban groups.

Students are challenged to identify and appreciate the ways in which these different experiences influence perceptions and solutions for the local and global agricultural and environmental issues our

societies face. Using lenses of agriculture and environment in rural and urban contexts, students will explore how ideas of citizenship develop and change, identify how concepts for citizenship frame agricultural and environmental issues, and recognize the effects these have on approaches individuals and communities take to address problems. Students will begin to understand the interconnections of environmental perspectives and outcomes with experiences of citizenship, views on issues, and any actions taken.

The course consists of 3 major sections: 1) describing the history and development of citizenship and the citizen concept and understanding how these shape differential access to rights and responsibilities among people; 2) understanding community institutions and exploring how they shape civic engagement and learning other social science concepts for understanding agricultural and environmental issues; 3) applying course concepts to specific agricultural and environmental issues.

Throughout the semester, students will engage in discussion, readings, case studies, and media presentations. We will examine issues nationally and globally as well as in Ohio.

Students will be positioned to successfully navigate rural/urban and agricultural/environmental issues by building connections between students from various backgrounds and perspectives by emphasizing the importance of seeing multiple sides of local and global issues. Students will begin to learn this skill through exposure to multiple perspectives and structured activities.

Course Goals & Outcomes:

Goals - By the end of this course, students will:

- Understand past and current ways citizenship is structured and how these relate to contemporary issues *(Citizenship Theme ELO 1.1)*
- Understand how citizenship institutions and power vary across the rural – urban continuum and shape community formation, identity, social status, and experiences of people *(Citizenship Theme ELO 1.1, 2.2)*
- Explore the diverse ways that citizenship is produced at local, national, and international scales *(Citizenship Theme ELO 2.1, 2.2)*

Outcomes – As a result, after successfully completing this course, students will be able to:

- Explain the concepts and principles of global citizenship *(Citizenship Theme ELO 1.1)*
- Identify ways in which citizenship is *inclusive of* or *excludes* people based on social class, gender, age, race, and ethnicity *(Citizenship Theme ELO 2.1)*
- Apply ideas and concepts about citizenship to understanding contemporary rural and urban framings of civic engagement and the formation of community institutions *(Citizenship Theme ELO 1.2)*
- Evaluate how citizenship identities and community institutions can facilitate or be a barrier to problem solving and participation in critical agricultural, natural resource, and environmental issues *(Citizenship Theme ELO 2.2)*

- Analyze methods that strengthen global citizenship and how community institutions can be used to mediate agricultural, natural resource, and environmental conflicts *(Citizenship Theme ELO 1.2)*
- Analyze your own civic engagement and perspectives on global agricultural, environment and natural resources issues in relation to other local and global perspectives *(Citizenship Theme ELO 1.2)*

General Education Category:

This course fulfills the requirement for the General Education category "Citizenship for a Just and Diverse World." The General Education program has several general goals and associated expected learning outcomes (ELOs). These goals and ELOs are listed next.

GE Themes: General

GOAL 1: Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.

Expected Learning Outcome 1.1: Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

Expected Learning Outcome 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

GOAL 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcome 2.1: Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

Expected Learning Outcome 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

GE Themes: Citizenship for a Just and Diverse World

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Expected Learning Outcome 1.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Expected Learning Outcome 1.2: Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

Expected Learning Outcome 2.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Expected Learning Outcome 2.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

How this Course Meets Citizenship for a Just and Diverse World ELOs:

Students will engage in theoretical and applied explorations and analysis of citizenship, issues in citizenship, and citizen actions spanning local to global scales. Students will learn historical and contemporary contexts for citizenship, issues of equity and inclusiveness, and how diversity (or the lack thereof) shapes ideas of benefits and obligations of people in society. Students will learn and apply principles, theories, and modes of inquiry used across the social sciences to effectively engage the topics. Students will examine contemporary agricultural and environmental issues and processes of public engagement as citizens while examining current and past exclusions and injustices. Students will explore and analyze the relationships between rural and urban experiences of these issues across national and global contexts; examine how those identities mobilize common goals, create barriers, and polarize attitudes; and look at ways difference is used to divide communities. Students will discover the commonalities shared by citizens that often extend beyond discrete issues, while appreciating the implications of social divisions and problems of the contemporary world, as well as explore processes to overcome division.

HOW THIS COURSE WORKS

Method of Instruction:

This course meets twice per week. Class time will include lecture material, presentation and discussion of ideas and concepts, and work in small groups. Films, videos, and guest presentations will also be used to enhance learning.

Attendance & Participation Requirements: You are expected to attend each class period. Staying up to date on readings, attending class, completing assignments, and participating in discussions will help you to succeed in this course. If you are aware of a time in which you will not be able to attend class, please talk with the instructor in advance. In case of illness or emergency, contact the instructor as soon as possible. Extended absences from class without valid documentation will result in disciplinary action.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

COURSE MATERIALS AND TECHNOLOGIES

Course Readings

We will be using the book, *Environment and Citizenship, 1st edition*, by Benito Cao, 1-290. 10.4324/9780203084335, available in print and electronically through the OSU Libraries. Additional readings, videos, and other materials will be posted on Carmen. Students are required to read or view the materials prior to each week's topic.

COURSE TECHNOLOGY

For help with your password, university email, 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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** go.osu.edu/IT
- **Phone:** 614-688-HELP (4357)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Baseline Technical Skills

- Basic computer and web-browsing skills
- Basic skills with Microsoft Word, Excel, and PowerPoint
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

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 at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Information can be found at BuckeyePass (http://buckeyepass.osu.edu).
- Users will only receive one SMS passcode at a time. Using the "Trust Browser" feature on a user's first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours
- Install the Duo Mobile application (https://it.osu.edu/learner-technology-handbook/ch3/duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

HOW YOUR GRADE IS CALCULATED

ASSIGNMENT CATEGORY	POINTS
Citizenship Project 1. Topic & Potential Sources 2. Annotated Bibliography 3. Project Draft 4. Completed Project	250 points total 50 pts 50 points 50 pts 100 pts
In-Class Discussions and Participation (10 at 10 pts each)	100 points
Reading and Review Quizzes (10 at 20 pts each)	200 points
Exam 1	150 points
Exam 2	150 points
Exam 3	150 points
Total	**1000 points**

DESCRIPTIONS OF COURSE ASSIGNMENTS

A. **Citizenship Project (250 points total):** Students will work throughout the semester to complete a project exploring citizenship in agriculture, natural resources, and environmental issues. The project will be broken into **four assignments**: **(1) topic and potential sources; (2) annotated bibliography; (3) project draft; and (4) the completed project (issue brief and all required components)**. The first three components will be unique and worth 50 points of a student's final grade, the fourth component will be 100 points. Readings, journal articles, documentaries required to complete the project will be free through Ohio State Libraries. Students may draw on a variety of sources for their projects, however, a student must complete the work on their own without help from peers.

   Academic Integrity and Collaboration: Your written poster assignments should be your own original work. Formatting should follow what is provided in Carmen and as discussed in class.. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. Plagiarism is a violation of the Code of Student Conduct; any plagiarized work will be reported to the Committee on Academic Misconduct per university policy.

   Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor.

B. **In-class Discussion and Participation Checks (100 points total):** On 12 occasions throughout the course, you will be asked to complete an in-class activity or attendance check for 10 points each. Attendance checks will be brief questions about a topic covered in the class or textbook that students will write about. These will not overlap with exam days. Ten (10) of these activities/attendance checks will count toward your final grade. Note that there are two extra attendance checks as a backup in the event that you miss class on those days.

   Academic Integrity and Collaboration - In-Class Discussion and Participation Checks: All discussion and class activities are open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the activities yourself, without any external help or communication, unless otherwise directed by the instructor. You may not use a group message App during the activities. Note that some participation checks will consist of small group activities.

C. **Reading and Review Quizzes (weekly quizzes 200 points total):** Students will complete a total of 10 quizzes during the semester (20 points each), which will be completed online.

   Academic Integrity and Collaboration – Reading and Review quizzes: All reading and review quizzes are open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the quizzes yourself, without any external help or communication from others. You may not use a group message App during the quizzes. Quizzes will be online, with additional instructions provided.

D. **Exams (3 exams per semester: each exam is 150 points for a total of 450):** Students will complete a total of 3 exams each semester. Each exam will consist of multiple choice and short answer questions. Exams will be completed in-person according to the course and final exam schedule. Each exam will be unique and is worth 150 points of a student's Final Grade. *Exam 3, the final exam, will not be comprehensive.* Exams will focus on readings, lecture slides and lecture presentations, and other course materials.

Academic Integrity and Collaboration - Quizzes and exams: All exams are in-class and closed book. You may not use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. You must complete the midterm and final exams yourself, without any external help or communication. You may not use a group message App during the exam. You may not share questions and answers.

LATE POLICY

Quizzes must be completed by the deadline which is 11:59 p.m. of the designated day each week as indicated in the syllabus. The dropbox will close at this time and not be reopened unless documentation of a valid excuse is provided. Quizzes will be released by Monday of each week.

Assignments must be turned in on the day they are due by the designated time. The dropbox will remain open for 3 days after the deadline for each assignment with a 10% penalty for each day of late submission. No assignment will be accepted after 3 days in which it is due, unless documentation of a valid excuse is provided.

The due date for each quiz and assignment is provided on Carmen on the very first day of the semester to help students plan their semester. It is the responsibility of the student to know the due date for all assignments. We do this to accommodate students' busy schedules. Students are expected to plan their semester accordingly. Assignments should always be completed and/or submitted using Carmen unless otherwise directed by the instructor.

GRADING SCALE

Letter Grade	%	Mastery
A	93.00–100.0	The student met the learning objectives in an excellent manner.
A-	90.00–92.9	
B+	87.00–89.9	The student met the learning objectives of the course in an above-average manner.
B	83.00–86.9	
B-	80.00–82.9	

C+	77.00–79.9	The student met the learning objectives of the course in an average manner.
C	73.00–76.9	
C-	70.00–72.9	
D+	67.00–69.9	The student met the learning objectives of the course in a low but acceptable manner.
D	60.00–66.9	
E	00.00–59.9	The student failed to meet the learning objectives of the course.

Instructor feedback and response time

- **Grading and feedback:** Assignments and exams will be graded in a timely manner. You can typically expect a grade and feedback within **7-10 days**.
- **Email:** The Instructor, Instructional Aide, and Student Instructional Assistants check and reply to emails daily Monday-Friday. Please use your OSU email account to send emails to members of the course instructional team.

Fair Assessment Practices

We understand that grades are important to our students, and we strive to have clearly stated learning outcomes. We work hard to ensure that student grades are calculated in a fair and accurate manner. Things that we do to ensure that the assessments we administer are fair and accurate:

1. We use grading rubrics to score all assignments. These rubrics provide clear grading expectations for varying levels of mastery. Students are able to see a grading rubric before they start working on an assignment so that performance expectations are clearly understood.

2. We use different kinds of assessments, and each assessment is assigned a number of points that contribute toward the Final Grade. We use the project assignment, in-class participation, quizzes, and exams to calculate a student's grade.

3. We encourage students to do well on assessments by providing students an extended period of time to complete assignments or prepare for exams.

4. We accept late assignments with a penalty of -20% deduction per day late for up to 2 days. This ensures that a student would not receive an automatic grade of 0% for missing an assignment.

5. We provide clearly stated learning outcomes for our assignments that are aligned to course content and assessments so that students better understand why they are completing an activity.

6. If students feel that grading has been done in error, students may submit a request to have the assignment or exam regraded **within one week** of receiving the grade.

If you have questions about these practices or how your grade is calculated throughout the semester, please contact your instructor at lekies.1@osu.edu

OTHER COURSE POLICIES

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.

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)

Use of Artificial Intelligence (AI)

The use of Artificial Intelligence, including Chat GTP-4, Sudowrite, Microsoft Copilot, and others to complete assignments is prohibited**, unless specifically authorized by the instructor**. Note that Grammarly now includes a generative AI function which is not allowed. The unauthorized use of AI in this course constitutes academic misconduct as per university policies:

https://oaa.osu.edu/artificial-intelligence-and-academic-integrity

This policy states: All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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

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, or 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.

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://cbsc.osu.edu

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. 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 a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

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.

24-hour emergency help is also available through the 988 Suicide and Crisis Line at 988 (call or text), More information is available at 988lifeline.org. If you are a Veteran, you can call 988 or the Veterans Crisis Line at 1-800-273-8255 (or text 838255).

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.

Land Acknowledgment Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and many other Indigenous peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical context that has and continues to affect the Indigenous peoples of this land.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities.

If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Policy: **Religious Holidays, Holy Days and Observances**

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's **Weather or Other Short-Term Closing Policy**. Please **visit this webpage** to learn more about preparing for potential closings and planning ahead for winter weather.

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email.

ACCESSIBILITY ACCOMMODATION 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 (SLDS). 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Disability Services Contact Information

Phone: 614-292-3307

Website: slds.osu.edu

Email: slds@osu.edu

In person: Baker Hall 098, 113 W. 12th Avenue

ADDITIONAL INFORMATION:

Course Content

Please be aware that content covered in this course can be controversial, emotional, and/or political. During the semester, we will cover topics that include race, gender, sexual identity, discrimination, social exclusion, immigration, legal rights, animal rights, the Presidential election, and controversial agricultural and environmental issues. If needed, please take care of yourself during by leaving the classroom for a break, debriefing with a friend after class, contacting Counseling and Consultation Services at 614-292-5766, and/or talking with the instructor.

Respectful Classroom Atmosphere

Students in this course come from a variety of backgrounds and have differing viewpoints regarding the topics covered in class. We are here to learn, be open to new ideas, and think critically. Expectations are that we all will be respectful of our classmates, instructor, and teaching assistants, even if we disagree. In addition, while in class, students are expected to refrain from using cell phones, computers, and other electronic devices that are unrelated to class purposes. Failure to show respect may result in dismissal from the class.

LECTURE SCHEDULE

Week	Topic	Reading	Homework
Part 1 – Citizenship, Identity, and Differential Access to Rights and Benefits			
1 Jan. 7 and 9	Syllabus Introduction to Communities and Citizenship	Syllabus Parker K. et al. (2018). *What unites and divides urban, suburban, and rural communities.* Pew Research Center. http://www.pewsocialtrends.org/2018/05/22/what-unites-and-divides-urban-suburban-and-rural-communities. (look at website/summary) W. K. Kellogg Foundation. (n.d.). *Perceptions of rural America.* https://www.issuelab.org/resources/35197/35197.pdf *(pp. 1-16).* Baker, P., & Reed, R. (2025, January 3). Jimmy Carter, peacemaking president amid crises, is dead at 100. *New York Times.* https://www.nytimes.com/2024/12/29/us/politics/jimmy-carter-dead.html#commentsContainer Optional Reading: Full report https://www.pewresearch.org/wp-content/uploads/sites/20/2018/05/Pew-Research-Center-Community-Type-Full-Report-FINAL.pdf Farrigan, T., Genetin, B., Sanders, A., Pender, J.,Thomas, K. L., Winkler, R., and Cromartie, J. (2024). *Rural America at a glance: 2024 edition* (Report No. EIB-282). U.S. Department of Agriculture, Economic Research Service.	
2 Jan. 14 and 16	Defining the Citizen/ Framing Benefits and Responsibilities of Citizens	Cao Chapter 1 – Environment and citizenship Cao Chapter 2 – Introducing citizenship; Classical and modern citizenship theories (pp. 37-50) ***Optional Reading:*** Marshall, T. H., & Bottomore, T. (1992). *Citizenship and social class*. London: Pluto Press. https://doi.org/10.2307/j.ctt18mvns1	Quiz 1*
3 Jan. 21 and 23	Theorizing Citizenship and Environmental Citizenship	Cao Chapter 2 – Alternative citizenship theories (pp. 50-71) Cao Chapter 3 – Theorizing environmental citizenship Keeble, B. R. (1988). The Brundtland Report: 'Our Common Future.' *Medicine and War, 4,* 17-25. https://www.jstor.org/stable/45353161	Quiz 2

		Nelson, G. (1980). Earth Day '70: What it meant. *EPA Journal.* https://iresolveto.typepad.com/my_weblog/files/EarthDayHistoryUSEPA.pdf ***Optional Reading:*** IPCC Core Writing Team, Lee, H., & Romero, J. (Eds.). (2023). *Summary for policymakers. In: Climate change 2023: Synthesis report. Contribution of Working Groups I, II and III to the sixth assessment report of the Intergovernmental Panel on Climate Change* (pp. 1-34). Geneva, Switzerland: IPCC *https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf* *Report of the World Commission on Environment and Development: Our Common Future* [also known as The Brundtland Report] (Foreword and Overview) https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf	
Week 4 Jan. 28 and 30	The Expansion of Rights – Enslaved People, Second Class Citizens	The Constitution of the United States and Amendments https://constitutioncenter.org/the-constitution/full-text Frederick Douglass, 1852, *What to the slave is the Fourth of July?* In: Foner, P.S. (1950). *The life and writings of Frederick Douglass*, *Volume II Pre-Civil War Decade 1850-1860*. New York: International Publishers Co., Inc. https://daily.jstor.org/what-to-the-slave-is-the-fourth-of-july-annotated/ Ware, S. 2020, *Leaving all to younger hands: Why the history of the women's suffragist movement matters.* The Brookings Institute. https://www.brookings.edu/essay/leaving-all-to-younger-hands-why-the-history-of-the-womens-suffrage-movement-matters/ Claire, S. (2017). *How young activists got 18-year olds the right to vote in record time.* Smithsonian.com https://www.smithsonianmag.com/history/how-young-activists-got-18-year-olds-right-vote-record-time-180976261/ ***Optional Reading:*** WEB Du Bois (1947/2011). *An appeal to the world : A statement of denial of human rights to minorities…*" https://www.blackpast.org/global-african-history/primary-documents-global-african-history/1947-w-e-b-dubois-appeal-world-statement-denial-human-rights-minorities-case-citizens-n/	Assignment 1: Citizenship Assignment 1 Project Topic Paper Due Tuesday, Jan. 28 at 11:59 p.m. Quiz 3

		Wood, B. E. (2022). Youth citizenship: Expanding conceptions of the young citizen. *Geography Compass,* 13:e12669 https://doi.org/10.1111/gec3.12669	
5 Feb. 4 and 6	Current Citizenship Issues	No readings – prepare for exam	EXAM 1 Thursday, Feb. 6 in class No quiz
Part 2 – Community Institutions and Civic Engagement			
6 Feb. 11 and 13	Social Justice and Equity	Ward, C., & Walsh, D. (2023). "I just don't go nowhere:" How transportation disadvantage reinforces social exclusion. *Journal of Transport Geography, 110,* 103627. https://doi.org/10.1016/j.jtrangeo.2023.103627 ***Optional Reading:*** *Zone in Columbus. Where do we begin? Identifying initial focus areas for modernizing the City of Columbus*. https://zone-in-columbus.hub.arcgis.com/pages/resources Jackson, C. (2021, August 17). What is redlining? https://www.nytimes.com/2021/08/17/realestate/what-is-redlining.html	Quiz 4
7 Feb. 18 and 20	Community Institutions, Sense of Place, and Civic Engagement	Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy, 6,* 65-78. Reeder, B. (n.d.) Summary of Bowling Alone: The collapse and revival of American community. https://www.beyondintractability.org/bksum/putnam-bowling Weichelt, R. (2019, May 22). The bygone era of Marshfield's rural taverns. *WisCONTEXT.* https://www.wiscontext.org/bygone-era-marshfields-rural-taverns Oldenburg, R. (1996). Our vanishing "third places." *Planning Commissioners Journal, 25, Winter 96-97,* 6-10. https://plannersweb.com/wp-content/uploads/1997/01/184.pdf	Quiz 5
8	Civic Engagement	Cao Chapter 7 – Learning Environmental Citizenship	Assignment 2:

Feb. 25 and 27	and Training Citizens	Martin, L. and Chiodo, J. (2007). Good citizenship: What students in rural schools have to say about it. *Theory & Research in Social Education, 35*: 112-134. https://10.1080/00933104.2007.10473328 ***Optional Reading:*** Arnstein, S. R., 1969. A ladder of citizen participation. *Journal of American Institute of Planners, 35*(4), 216–224. https://doi.org/10.1080/01944366908977225. .	Annotated Bibliography Due Tuesday, Feb. 25 at 11:59 p.m. Quiz 6
9 March 4 and 6	Participation and Engagement: Cooperatives as Community Building and Citizenship Engagement News Media	OSU CFAES Center for Cooperatives https://cooperatives.cfaes.ohio-state.edu/research-publications/ohio-cooperatives University of Wisconsin Center for Cooperatives https://uwcc.wisc.edu/ (Co-op Basics) Metzer, Z. (2024). *The state of local news. The 2024 report.* Northwestern University: The State of Local News Project. https://localnewsinitiative.northwestern.edu/projects/state-of-local-news/2024/report/	Quiz 7
Week of March 10		Spring Break	
10 March 18 and 20	Participation and Engagement	No readings – prepare for exam	EXAM 2 Thursday, March 20 in class No quiz
Part 3 – Global Citizenship and Environmental Issues Across the Rural – Urban Divide			
11 March 25 and 27	Tools for Understanding Rural and Urban Issues	Cao Chapter 4 – Environmental citizenship in action Beaulieu, B. (2014). *Community vitality and sustainability (The other capitals).* Purdue University Extension. http://pcrd.purdue.edu/wp-content/uploads/2020/09/Community-Capitals-Framework-Writeup-Oct-2014.pdf	Quiz 8

	Community Capitals Bridging the Rural-Urban Divide	***Optional Reading:*** Ogboru, T. N. (2023). Recognizing the rights of nature: How have the courts fared? *European Law Journal, 29,* 445-458. https://doi.org/10.1111/eulj.12490 Andreoni, M. (2023, May 5). Nature lawyers up. *New York Times* McFarland, C. K. (2018). *Bridging the urban-rural economic divide.* National League of Cities: Center for City Solutions. https://www.nlc.org/resource/bridging-the-urban-rural-economic-divide/ Wright Morton, L. (2011). Citizen involvement. In L. Wright Morton and S. S. Brown, *Pathways for getting better water quality: The citizen effect* (pp. 15-28). New York: Springer. https://link.springer.com/book/10.1007/978-1-4419-7282-8	
12 April 1 and 3	Appalachia; Current Trends in Agriculture	Appalachian Regional Commission. https://www.arc.gov/about-the-appalachian-region/ Zipper, C.E., & Skousen, J. (2021). Coal's legacy in Appalachia: Lands, waters, and people. *The Extractive Industries, 8, 100990.* https://doi.org/10.1016/j.exis.2021.100990	Assignment 3: Project Draft Due Tuesday, April 1 at 11:59 p.m. Quiz 9
13 April 8 and 10	Current Trends in Agriculture; In-class Group Work	Gonzalez, E. (2019). *Migrant farm workers: Our nation's invisible Workers.* USDA/Cooperative Extension. https://copdei.extension.org/migrant-farm-workers-our-nations-invisible-population ***Optional Reading:*** Kelly-Reif, K. & Wing, S. (2016). Rural-urban exploitation: An underappreciated dimension of environmental justice. *Journal of Rural Studies 47:A*, 350-358. https://doi.org/10.1016/j.jrurstud.2016.03.010 Congressional Research Service, 2022, *Racial and ethnic equity in U.S. agriculture*. November 19, 2021. https://crsreports.congress.gov/product/pdf/R/R46969	Quiz 10

		Additional readings and/or videos to be assigned in preparation for in-class group work.	
14 April 15 and 17	Citizen Engagement in Local to Global Issues In-class Group Work	Nir, S. (2020, March 18). He operated a solar farm. His neighbors hated it. *New York Times.* https://www.nytimes.com/2020/03/18/nyregion/solar-energy-farms-ny.html Additional readings and/or videos to be assigned in preparation for in-class group work.	Assignment 4: Final Project due Thursday, April 17 **at the start of class** No quiz
15 Week of April 21	Finals Week	Final exam	FINAL EXAM Thursday, April 24 2:00-3:45 in class

*All quizzes due on Fridays at 11:59 p.m.