



INDIGENOUS ENVIRONMENTAL ACTIVISM HISTORY 5700: SPECIAL TOPICS IN HISTORY GEOGRAPHY 5801: ENVIRONMENTAL CONSERVATION SPRING TERM 2021

VERSION 3.2 (1/9/2020)

NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE. IF THERE IS A MAJOR CHANGE, I WILL LET YOU KNOW AHEAD OF TIME. CHANGES WILL NOT ADD EXTRA BURDEN TO STUDENTS.

Course overview

Instructor:

Deondre Smiles, Ph.D.

Email: smiles.2@osu.edu

Office Location: 169 Dulles Hall

Office Hours: (IN-PERSON) Tuesdays 12-2 PM
(VIRTUALLY) Thursdays, 12-2 (via Zoom)
OR BY APPOINTMENT

Course Meeting Times:

Tuesdays & Thursdays, 9:35-10:55 AM
60 Jennings Hall and online via Carmen Zoom

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student

Course Delivery:

This is a **HYBRID** course. Most course activities, including lectures and seminar discussions will occur in-person. However, there are other course activities that will take place online-synchronously via Carmen Zoom or online-asynchronously via Carmen depending on the

circumstances of a given week. If there are circumstances that prevent you from consistently attending the in-person meetings, please talk to me during the first week of class to make arrangements.

Course description

In an era of climate change and climate crisis, mitigation and adaptation strategies are among some of the most pressing issues of our times. Indigenous nations have long struggled with questions of environmental degradation through the processes of settler colonialism and have taken actions accordingly to try and adapt and mitigate effects of climate change. In many cases, this has taken the form of struggle and resistance against colonial structures and against agents of climate change, such as energy production and changes to the physical environment. These acts of struggle, such as protests against the Dakota Access Pipeline, ongoing protests against Enbridge's Line 3, and the Unisto'ten camp in British Columbia, have captured the public consciousness in recent years. However, these actions are simply part of a long arc of Indigenous resistance and struggle surrounding the environment that stretches back decades. These actions, based both performative actions and every day actions, are part of a broader arc of Indigenous resistance against settler colonialism.

In this course, we will trace the history of settler colonialism in North America (and selected other settler colonies such as Australia), exploring the ways in which colonization has wrought tremendous changes to Indigenous environments. We then will turn our attention to the role of Indigenous environmental activism amidst the rise of Indigenous activism in the 1960s and 1970s. We then devote attention to the efforts of tribes in the 1980s, 1990s and 2000s to secure and assert treaty rights related to the environment. We then return to the current upswelling of Indigenous environmental activism, contemplating what this may mean for the environment, including both humans and more-than-human kin. Finally, we conclude this course by looking towards Indigenous conceptions of the future of their natural and political environments and what they might look like in an era of climate crisis.

Course learning outcomes

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves. By the end of this course, students should successfully be able to:

- Students acquire a perspective on history and an understanding of the factors that shape human activity.
- Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

- Define settler colonialism, define indigeneity, and understand the relationship between the two.
- Understand the history of environmental changes in the United States and Canada, and how they have affected Indigenous peoples
- Identify and discuss processes of global climate change and their effects on Indigenous peoples
- Understand the ways that processes of climate change and environmental injustice have harmed and continue to harm Indigenous communities
- Apply geographic and historical concepts and methods to examine the rise and growth of Indigenous environmental activism over the last 50 years.
- Assess their own place in the world, how it might change as a result of climate change/climate crisis, and how Indigenous viewpoints and methodologies might help mitigate these effects or allow for adaptation to take place.

Course materials

We do not have a textbook in this course. I feel that there is not a single textbook that can authoritatively speak on the subject of Indigenous environmental activism, and at any rate, I do not want to burden you with extra financial cost for a textbook that we would use very infrequently. I would much rather highlight the work of Indigenous scholars and activists who are deeply engaged with this work. Therefore, I will post required and supplemental media/readings on Carmen.

Course structure, schedule, grading and faculty response

Course Structure:

This course is structured into the following parts:

In-Person Meetings: Lecture/Discussion

During in-person meetings, **which will generally be on Tuesdays (with some exceptions)**, we will meet as a class, usually in a in-person setting. I will deliver the week's lecture, and then we will break into a seminar style discussion for the last portion of class (20-30 min), usually centering around the lecture, or course readings that we have completed in the previous week leading up to the class. In the seminar discussion, what I am looking for is to engage with the texts that we're reading and the topics that we are covering in the lecture.

Online-Synchronous Meetings: Guest Speaker or Media presentation/Discussion (Usually Online, via Zoom)

I am a firm believer that the best way to learn about the topics that shape the world around us is to see them practiced in everyday life. That extends to the ways that Indigenous communities

and Indigenous people have taken actions to conserve and protect the environment—I want to highlight the stories of the individuals and groups who are making these things happen.

Therefore, I have curated an extensive list of guest speakers that will be appearing virtually in class throughout the semester, **generally on Thursdays (with some exceptions)**—they are people who have broad expertise in the areas that we will be covering in class, and usually, a given week’s speaker will be focusing on the same topics we are covering that week in class. I ask that you give the guest speakers the same respect and attention that you give me, but I think you will find them very interesting to listen to!

In the case that we do not have a guest speaker, we will usually be watching a film or documentary related to the week’s topic.

Webcam policy: You are not required to turn on your webcam during Zoom meetings, although I do encourage it. If you choose to not have your webcam on, I ask that you create a ‘profile picture’ to have up when your camera is off—if you don’t know how to do this, I will explain briefly at our first Zoom meeting.

Online-Asynchronous Activities: Online assignments via Carmen

Occasionally, there will be a few course meetings where I will be unable to hold class during our normal time. This will for sure be the case during the American Association of Geographers Annual Meeting, where I will be presenting and facilitating paper sessions. During these times, I will provide some online-based activities for you to do—while you will be able to do these assignments at your own pace within the allotted time period, they will be due at the end of the given week. **I will always let you know ahead of time when we will be doing asynchronous activities.**

Course Schedule

ALL PRIMARY COURSE READINGS WILL BE MADE AVAILABLE ON CARMEN

Week	Topic:
1 1/12—Online meeting 1/14—Online meeting	Syllabus, introduction to settler colonialism Primary Readings: <u>This syllabus!</u> Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." <i>Journal of genocide research</i> 8, no. 4 (2006): 387-409. Englert, Sai. "Settlers, Workers, and the Logic of Accumulation by Dispossession." <i>Antipode</i> (2020). Marx, Karl. <i>Capital volume 1</i> . (Selected chapter)
2	Settler colonialism and the environment I: Historical perspectives (1600-1940)

<p>1/19—Online Meeting</p> <p>1/21—Online Meeting</p>	<p>Primary Readings:</p> <p>Calverley, David. <i>Who controls the hunt? Ontario's Game Act, the Canadian government and the Ojibwa, 1800-1940</i>. University of Ottawa (Canada), 1999. (Selected sections)</p> <p>Dunbar-Ortiz, Roxanne. <i>An indigenous peoples' history of the United States</i>. Vol. 3. Beacon Press, 2014. (Selected sections)</p> <p>Gilio-Whitaker, Dina. <i>As long as grass grows: The indigenous fight for environmental justice, from colonization to Standing Rock</i>. Beacon Press, 2019. (Selected chapters)</p> <p>Mar, Tracey Banivanua. "Carving wilderness: Queensland's national parks and the unsettling of emptied lands, 1890–1910." In <i>Making settler colonial Space</i>, pp. 73-94. Palgrave Macmillan, London, 2010.</p>
<p>3</p> <p>1/26—In-person meeting</p> <p>1/28—Online meeting</p>	<p>Settler colonialism and the environment II: Indigenous dystopias (1940-1970)</p> <p>Primary Readings:</p> <p>Estes, Nick. <i>Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance</i>. Verso, 2019. (Selected sections)</p> <p>Vincent, E. 2010. "Never Mind Our Country Is the Desert." In <i>Making Settler Colonial Space--Perspectives on Race, Place and Identity</i>. Edited by Tracey Banivanua Mar and Penelope Edmonds. New York: Palgrave Macmillan.</p>
<p>4</p> <p>2/2—In-person meeting</p> <p>2/4—Online meeting</p>	<p>Red Power and the Environment</p> <p>Primary Readings:</p> <p>D'Arcus, Bruce. "The urban geography of red power: the American Indian movement in Minneapolis-Saint Paul, 1968-70." <i>Urban studies</i> 47, no. 6 (2010): 1241-1255.</p> <p>Clark, Brett. "The indigenous environmental movement in the United States: Transcending borders in struggles against mining, manufacturing, and the capitalist state." <i>Organization & Environment</i> 15, no. 4 (2002): 410-442.</p>
<p>5</p> <p>2/9—In-person meeting</p> <p>2/11—Online meeting</p>	<p>Treaty Rights and the Environment (1970-2000)</p> <p>Primary Readings:</p> <p>Nesper, Larry. <i>The walleye war: The struggle for Ojibwe spearfishing and treaty rights</i>. U of Nebraska Press, 2002. (Selected sections)</p> <p>Gilio-Whitaker, Dina. <i>As long as grass grows: The indigenous fight for environmental justice, from colonization to Standing Rock</i>. Beacon Press, 2019. (Selected sections)</p> <p>Waldron, Ingrid. <i>There's something in the water: Environmental racism in indigenous and black communities</i>. Fernwood Publishing, 2018. (Selected sections)</p>

<p>6</p> <p>2/16—In-person meeting</p> <p>2/18—Online meeting</p>	<p>Environmental Racism & Environmental Justice /MIDTERM 1:</p> <p>Primary Readings:</p> <p>Luby, Brittany. <i>Dammed: The Politics of Loss and Survival in Anishinaabe Territory</i>. Vol. 21. Univ. of Manitoba Press, 2020.</p> <p>Murphy, Michelle. "Alterlife and decolonial chemical relations." <i>Cultural Anthropology</i> 32, no. 4 (2017): 494-503.</p>
<p>7</p> <p>2/23—In-person meeting</p> <p>2/25—NO CLASS</p>	<p>Indigenous environmental activism as resistance</p> <p>Primary Readings:</p> <p>Willow, Anna J. "Clear-cutting and colonialism: The ethno-political dynamics of Indigenous environmental activism in northwestern Ontario." <i>Ethnohistory</i> 56, no. 1 (2009): 35-67.</p> <p>Norman, Emma S. "Standing up for inherent rights: The role of Indigenous-led activism in protecting sacred waters and ways of life." <i>Society & Natural Resources</i> 30, no. 4 (2017): 537-553.</p> <p>Prindeville, Diane-Michele, and John G. Bretting. "Indigenous women activists and political participation: The case of environmental justice." <i>Women & Politics</i> 19, no. 1 (1998): 39-58.</p> <p>Bouayad, Aurelien. "Wild rice protectors: An Ojibwe odyssey." <i>Environmental Law Review</i> 22, no. 1 (2020): 25-42.</p>
<p>8</p> <p>3/2—In-person meeting</p> <p>3/4—Online meeting</p>	<p>Indigenous Environmental activism case study #1: Pipelines</p> <p>Primary Readings:</p> <p>Gilio-Whitaker, Dina. <i>As long as grass grows: The indigenous fight for environmental justice, from colonization to Standing Rock</i>. Beacon Press, 2019. (Selected chapters)</p> <p>Estes, Nick. <i>Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance</i>. Verso, 2019. (Selected sections)</p> <p>Whyte, Kyle. "The Dakota access pipeline, environmental injustice, and US colonialism." <i>Red Ink: An International Journal of Indigenous Literature, Arts, & Humanities</i> 19.1 (2017).</p> <p>Hughes, Charlotte Degener, "Indigenous-led Resistance to Environmental Destruction: Methods of Anishinaabe Land Defense against Enbridge's Line 3" (2018). <i>Pitzer Senior Theses</i>. 91. https://scholarship.claremont.edu/pitzer_theses/91 (Selected sections)</p>
<p>9</p> <p>3/9—In-person meeting</p>	<p>Indigenous environmental activism, case study #2: Tribal Cultural Resource Management/Protection</p> <p>Primary Readings:</p>

<p>3/11—Online meeting</p>	<p>Stapp, Darby C., and Michael S. Burney. <i>Tribal cultural resource management: The full circle to stewardship</i>. Rowman Altamira, 2002.</p> <p>Nie, Martin. "The use of co-management and protected land-use designations to protect tribal cultural resources and reserved treaty rights on federal lands." <i>Natural Resources Journal</i> (2008): 585-647.</p> <p>Carroll, Clint. "Native enclosures: Tribal national parks and the progressive politics of environmental stewardship in Indian Country." <i>Geoforum</i> 53 (2014): 31-40.</p>
<p>10</p> <p>3/16—In-person meeting</p> <p>3/18—Online meeting</p>	<p>Indigenous environmental activism, case study #3: The Blockade</p> <p>Primary Readings:</p> <p>Brown, Gavin, and Anna Feigenbaum, eds. <i>Protest camps in international context: Spaces, infrastructures and media of resistance</i>. Policy Press, 2017. (Selected sections)</p> <p>Midzain-Gobin, Liam. "'Come out and live on your land again': sovereignty, borders and the Unist'ot'en camp." <i>International Journal of Migration and Border Studies</i> 5, no. 1-2 (2019): 12-28.</p> <p>McCreary, Tyler, and Jerome Turner. "The contested scales of indigenous and settler jurisdiction: Unist'ot'en struggles with Canadian pipeline governance." <i>Studies in Political Economy</i> 99, no. 3 (2018): 223-245.</p> <p>Powell, Charlie. "Resisting colonial jurisdiction: Defending Wet'suwet'en territory from fossil capital." 36-40.</p>
<p>11</p> <p>3/23—In-person meeting</p> <p>3/25—Online meeting</p>	<p>Anthropocene/Climate Crisis-MIDTERM 2</p> <p>Primary Readings:</p> <p>Lewis, Simon L., and Mark A. Maslin. "Defining the anthropocene." <i>Nature</i> 519, no. 7542 (2015): 171-180.</p> <p>Whyte, Kyle. "Our ancestors' dystopia now: Indigenous conservation and the Anthropocene." (2016).</p>
<p>12</p> <p>3/30—In person meeting</p> <p>4/1—NO CLASS</p>	<p>Indigenous Climate Adaptation</p> <p>Primary Readings:</p> <p>Race, Digby, Supriya Mathew, Matthew Campbell, and Karl Hampton. "Understanding climate adaptation investments for communities living in desert Australia: experiences of indigenous communities." <i>Climatic Change</i> 139, no. 3-4 (2016): 461-475.</p> <p>Reid, Michael G., Colleen Hamilton, Sarah K. Reid, William Trousdale, Cam Hill, Nancy Turner, Chris R. Picard, Cassandra Lamontagne, and H. Damon Matthews. "Indigenous climate change adaptation planning using a values-focused approach: a case study with the Gitga'at nation." <i>Journal of Ethnobiology</i> 34, no. 3 (2014): 401-424.</p> <p>Whyte, Kyle Powys. "Justice forward: Tribes, climate adaptation and responsibility." In <i>Climate change and indigenous peoples in the United States</i>, pp. 9-22. Springer, Cham, 2013.</p>

	Guest Speaker: Natasha Myhal (Sault Tribe of Chippewa), Ph.D. Student, University of Colorado-Boulder
13 4/6—Online meeting (May be asynchronous) 4/8—Online meeting (May be asynchronous)	Indigenous Climate Mitigation Primary Readings: Whyte, Kyle Powys. "Indigenous women, climate change impacts, and collective action." <i>Hypatia</i> 29, no. 3 (2014): 599-616. Schroeder, Heike. "Agency in international climate negotiations: the case of indigenous peoples and avoided deforestation." <i>International Environmental Agreements: Politics, Law and Economics</i> 10, no. 4 (2010): 317-332. Martello, Marybeth Long. "Arctic indigenous peoples as representations and representatives of climate change." <i>Social Studies of Science</i> 38, no. 3 (2008): 351-376. Cameron, Emilie S. "Securing Indigenous politics: A critique of the vulnerability and adaptation approach to the human dimensions of climate change in the Canadian Arctic." <i>Global environmental change</i> 22, no. 1 (2012): 103-114.
14 4/13—Online meeting 4/15—In-person meeting	Indigenous (Environmental) Futurisms I: Primary Readings: Whyte, Kyle. "Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene." <i>English Language Notes</i> 55, no. 1 (2017): 153-162. Waziyatawin. <i>What does justice look like?: The struggle for liberation in Dakota homeland</i> . Vol. 978, no. 0-9721884. Living Justice Press, 2008. (Selected Sections) Paperson, La. "A ghetto land pedagogy: An antidote for settler environmentalism." <i>Environmental Education Research</i> 20, no. 1 (2014): 115-130. (4/13) Guest Speaker: Dr. Joe Brewer, Department of Environmental Studies, University of Kansas
15 4/20—In-person meeting 4/22—No class	Indigenous (Environmental) Futurisms II/Course Wrap-Up Primary Readings: Todd, Z. (2017). Fish, Kin, and Hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory. <i>Afterall: A Journal of Art, Context and Inquiry</i> 43(1): 102-107. Simpson, Leanne Betasamosake. <i>As we have always done: Indigenous freedom through radical resistance</i> . U of Minnesota Press, 2017. (Selected sections)
16 Finals Week— Online meeting TBD	Work on Final Projects

SECONDARY READINGS: (In some cases, the primary readings for the week will be supplemented by additional, secondary readings. These readings are helpful to gain a deeper understanding of that particular week's topic, but they are not mandatory. Secondary readings will be announced ahead of time and made available on Carmen.)

Grade distribution

Weekly Writing Reflections (25%)

Each week, starting with week 2 of the course, you will be asked to write a 3 to 5-page (double-spaced) reflection on that week's assigned readings and lectures. This will generally be due by Sunday evening of a given week.

What I am looking for here is for you to be able to show understanding of the readings and lectures, and be able to tie them together, keeping in mind the overall theme of that week's topics. The base expectation is to show understanding and competency; exemplary entries will go a step further and contemplate additional questions and issues that the readings and lectures raise. The challenge here will be to convey your thoughts accurately, yet concisely, given the short page length.

I will provide a more detailed rubric of what I am looking for during the first week of class.

Writing reflections will not be due during midterm weeks or the week of the course final (see below).

Midterms 1 & 2 (30% overall, 15% for each midterm)

There will be two midterms in this course. Each midterm will be a take-home, essay-based exam of around 8-10 pages, based on 1-3 writing prompts. Midterms are cumulative of the topics and lectures leading up to the week that the midterm is being held. What this means, is since the first midterm is held in week 6 of the course, you are only going to be asked about topics from weeks 1-6. Accordingly, since the second midterm is held in week 12, you only need to be prepared on topics in weeks 7-12.

Final Paper (25%)

The final assignment in this course will be the final paper, which will be due during finals week. This paper, which will be based on a topic chosen by the student and approved by me, will critically engage with the topic and will seek to generate unique and/or interesting insights that the student uncovers through their research. My hope is that for undergraduate students, they will produce a paper that can serve as the nucleus of an undergraduate honors thesis or other capstone product in their undergraduate careers. For graduate students enrolled in this course, I will encourage you to develop a paper that could one day be submitted as a manuscript to an academic journal.

We will be working through the process of writing this paper throughout the second half of the semester, including learning about components of a research paper such as literature searches and analysis; hopefully this will make it so that the process induces as little anxiety as possible!

In-Class Activities and ‘Homework’ (Approx. 15%)

Besides the lectures, we will also devote significant time towards discussing the readings and lectures in class, in a seminar-style setting. Students should come to class prepared and ready to discuss and contribute to the larger discussion. Throughout the semester, there will be small in-class assignments, and some assignments that will be completed out of class, such as ArcGIS Online activities, short quizzes or written assignments, and write-ups/summaries of our guest speakers’ appearances and/or videos that we watch in class. These assignments will be the main method through which I determine attendance/participation grades.

I recognize that for some students, “in-person” participation may be anxiety inducing and difficult to do in a large class setting. Therefore, I want to find alternative ways for students to show that they are engaging with the course material and the lectures/guest lectures without having to do so in a way that can make them uncomfortable.

Attendance is ‘mandatory’ in that you will do best in the course if you are attending class meetings and engaging with the material. While I do not ‘take attendance’ every day, I find that it is generally very easy to tell who is not attending or engaging with the class. Simply put, if you are making a sincere effort to participate, no matter in what form the participation takes, I will recognize that. You will never be penalized for being shy or not ‘speaking up’ in class.

If you have a genuine reason (known medical condition, a pile-up of due assignments on other courses, ROTC, athletics teams, job interview, religious obligations etc.) for being unable to complete work on time, then some flexibility is possible—please let me know and we can talk about it. Additionally, given the circumstances surrounding the COVID-19 pandemic, if there are ongoing medical, personal, or other issues that are likely to affect your work all semester, then please contact me to discuss the situation. I am willing to make accommodations and be flexible if it will help you be successful in this course.

Late assignments policy:

All course work is expected by the due date. A late penalty of 25% will be taken off a writing reflection each day after the due date. Missed midterms and the final paper are not accepted unless there is extenuating circumstances. In-class work cannot be made up with the exception of students who are absent due to extenuating circumstances.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B

60–82.9: B-
Below 60: E*

This academic year has required extraordinary focus and discipline from students. I recognize that for many students, online learning has made it difficult to keep on top of the (often increased) workload in many classes. Therefore, I have made the decision that provided that a student is putting in some effort, the lowest grade they will receive in the course is a B-. My hope is that this will take pressure off of students and allow them to be open with me about any struggles they may be having with workload/academic concerns.

*I reserve the right to assign a grade of E if a student is putting in zero effort with no attempt to talk with me about their performance, and/or drops below a 60% grade in the course.

Faculty feedback and response time

The following list will give you an idea of our 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

Most assignments are small and will usually be graded within a few days. For any larger assignments, you can generally expect feedback within **7 days**.

E-mail

I will typically respond to e-mails within **24 hours on school days, but please allow up to 48 hours. I do not mind being e-mailed on the weekends, but I do ask that you reserve this to emergencies/urgent situations only.**

Office Hours

I will offer office hours in person, and virtually through Zoom. **Please attend office hours if you have questions and are able to attend—doing so will help me to get to know you better as a student and can allow me to provide more one-on-one help with course concepts.**

For general questions related to the course:

I will have a Carmen page for the course, where you can find a schedule and download the readings for each week. Additionally, I will provide a “Q & A” discussion forum on Carmen for students to talk to me and each other about any questions they may have about the readings.

So, if this applies to you, as it likely will to everyone this semester, consult the **DISCUSSION : Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I’ve already addressed your question. If you don’t find an answer, post your question to the discussion board. Your classmates may provide an answer before me.

For questions on personal matters:

The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me. I will typically check and reply to e-mails and messages in the discussion boards every **24 hours on school days, but please allow up to 48 hours.**

Other topics:

Email/In-Person Decorum:

Professional communication is expected at all times; I will always treat you with respect in my communications, so we ask that you do the same. Feel free to address me by my first name in e-mail communications or in person (i.e. Dear Deondre), but **please do address me by name.** If you want to use an honorific, “Dr. Smiles” works fine in all communications.

When e-mailing me, please include “HIST 5700/GEOG 5801/Indigenous Environmental Activism” in the subject line so that I know it is regarding class. The exception is if you are messaging me on Carmen, it will automatically let me know.

Mask wearing/usage (for in-person meetings):

Per Ohio State policy, **all students are required to wear a mask during in-person class meetings.** If you come to class without a mask, I will provide you one for the first time. Repeated attempts to attend class without a mask or willful removal of your mask during class will result in your dismissal from that class session and in a meeting between you and I to determine whether or not you should continue with the course. Please do your part to keep yourself, myself and the class community safe.

Discussion, communication, and writing guidelines

The following are general expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Written assignments should have a professional tone. For discussions and other communication there is no need to act as if you were writing a research paper, but you should still remember to write using good grammar, spelling, and punctuation. If you want feedback on your writing, I am always happy to provide it.
- **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 or in-person. **Homophobic, racist, xenophobic and sexist language is not tolerated in my class. If you are in violation of this policy, I will ask you to meet with me in office hours to discuss your conduct in class. A second violation will result in my recommendation that you drop the class.**

- **Electronics usage:** The use of personal laptops or tablets for note-taking purposes is permitted and encouraged. Doing anything on your laptops and/or tablets that is not related to class is discouraged. The use of your phone during class is also discouraged. If I find that you are extremely distracted during class, I will likely reach out to you for a chat about what we can do to make sure you are more 'present' in class.
- **Citing your sources:** When you write academically, please cite your sources to back up what you say. I recommend using **MLA, APA or Chicago** styles to cite your work.
- **Backing up your work:** Please make sure you are saving your work! Technical issues can happen with computers and I don't want you to lose any work that you have spent time and effort on. I highly recommend saving your work in multiple places, such as an external hard drive, the 'cloud', a flash drive, etc.

Other course policies

Academic integrity policy

Policies for this course

- **Assignments:** You must complete all assignments yourself, without any external help or communication, unless the instructions specifically say something else.
Your written assignments, including in-class assignments, weekly reflection essays, midterms, and the final, should be your own original work. You should follow a consistent citation style (e.g. MLA, APA, Chicago) to cite the ideas and words of your research sources. You are free to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. This also goes for using any University writing resources (Writing Center).
- **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 this with me before submitting it.
- **Collaboration and informal peer-review:** The course includes several opportunities for collaboration with your classmates. While study groups and peer-review of written work is encouraged, remember that copying answers is not permitted. If you're unsure about a particular situation, please feel free to ask me ahead of time.

Ohio State's academic integrity policy

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)." For additional information, see the [Code of Student Conduct](#).

What this really means: If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report our 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. Please do not put yourself in that situation.

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)

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

Accessibility accommodations for students with disabilities

Requesting accommodations

If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 098. Once registered, you can receive services that will level the playing field with your peers. Examples include but are not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail slds@osu.edu

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.