

**GEOG5401 Economies, Space, and Society
Spring 2025**



Course Information	
Course Time	WF 9:35am-10:55am
Location	Derby Hall 1080
Credit Hours	3
Mode of Delivery	In Person *See University COVID-related accommodation requests HERE *Some classes may be moved to a virtual format due to weather conditions or to accommodate instructor travel
Instructor	Professor Theresa Hice-Fromille
Email	hice-fromille.1@osu.edu
Office Location	1156 Derby Hall
Office Hours	Wednesdays 11:15am-1:45pm or By Appointment

GEOG5401 (Economies, Space, and Society) Economies, spaces, and societies are co-constructed; thus, how we think about one shapes our engagement with the others. In this course, students will interrogate this co-constitution by critically examining the persistent logics of the Caribbean and North American plantation. We will examine this entangled relationship at the scale of regions (the Caribbean, “South”, and “North”), communities (“the plot,” neighborhood, city), and the body (“slave,” “owner,” “black,” “white”) as well as how they further complicate global interactions through their relations with one another. We will pay particular attention to the role of property and how communities and collectives are impacted by and resist the relations that it instigates.

About the course

There are no prerequisites for this class. Although we will use geographical terminology and engage debates in the discipline, no background in Geography is expected or required in order to enroll in this course.

This is a 3 credit-hour course. According to Ohio State bylaws on instruction ([go.osu.edu/credit hours](http://go.osu.edu/credit%20hours)), students should expect 3 hours per week of time spent on direct instruction (sitting in lecture) in addition to 6 hours of homework (ex: completing the assigned readings) to receive an average/passing grade (“C”).

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

Student Learning Objectives

By the end of this course, successful students will be able to:

1. Explain the relevance of the Haitian Revolution for global formation, including economy and immigration.
2. Trace the construction of the Caribbean as a social, economic, and geographic project.
3. Analyze contemporary race, gender, economic, and environmental relations at different scales (including, the body, local, national, regional, and global).
4. Explain how plantation economy is articulated within surveillance systems.
5. Theorize alternative social relations for a just society.
6. Collaborate effectively with peers.

Additionally, those on the research team will be able to:

7. Demonstrate qualitative research skills including field notetaking, focus group facilitation, and preliminary qualitative analysis.

Instructor Responsibility

As the instructor, I will facilitate student growth by:

- Facilitating a space of critical engagement and generosity
- Presenting material in coherent ways

- Practicing pedagogical reflexivity and valuing student feedback
- Providing students with encouraging and generative written and verbal feedback

Your Success Matters to Me! Your success in this class is very important to me. If this course is inaccessible to you in any way, please let us know as soon as possible. I will work with you to develop strategies that will enable you to succeed in this course and at this university.

Land Acknowledgement

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

Required Materials and Technologies

The class readings comprise peer-reviewed journal articles and/or book selections (i.e. chapters). In total, you will be responsible for roughly 600 pages of reading over 15 weeks, which averages out at ~40 pages per week (roughly 4 hours of reading/week).

- All journal articles and the introduction chapter of each of the assigned books will be posted as PDF copies on Carmen. I recommend that you purchase or contact the library to reserve the book(s) that you will present on.
- You will need basic computer and web-browsing skills for this course
- In-class assignments can be submitted via computer or can be hand-written.
- We will use CarmenCanvas for posting discussions and submitting written assignments.

For technology support contact the IT Service Desk:

- Self Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Instructor Feedback and Response Time

If you have a question, please use your OSU email to contact me first through my OSU email address. I will reply to emails within 24 hours, excluding holidays and weekends.

- Students will receive all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages. **Please do not contact me through Canvas messages.**
- For assignments submitted by the due date, I will try to provide feedback and grades within 5-7 days. Assignments submitted after the due date may take longer to be posted.

Disability Statement

The university strives to make all learning experiences as accessible as possible. In light of the

current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

All students can access the Intermittent Flex Plan for this course within Course Files. Students should email the instructor as soon as possible to communicate absence or difficulty in completing course requirements. Assignments submitted after the Flex Plan accommodation date without prior communication are subject to penalty (i.e., reduced grade). Students with SLDS accommodations who regularly miss class are encouraged to attend individual office hours to discuss course material.

Academic Conduct

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.

The Use of Generative ai

Failure to comply with the requirements for the use of generative ai will result in a failing grade on the assignment in question and a report to the Committee on Academic Misconduct (COAM).

I discourage the use of generative ai for any submitted assignments (ex: discussion posts, book review, essays, etc.) but should you use this technology, you must 1) follow proper academic citation protocols (ex: use quotation marks around any direct selections; provide in-text and reference page citations); and 2) include an endnote that indicates *how* you used it to complement (i.e., not replace) your own work.

You may find generative ai technology helpful in checking your knowledge of specific passages or complex ideas from assigned readings. For example, you may decide to copy-and-paste a particularly difficult paragraph from Gilmore's "Globalization and U.S. Prison Growth" and prompt the technology to quiz you on the main argument. Just remember that large language models (LLMs) in their current iterations draw indiscriminately from knowledge sources. Therefore, they are still highly inaccurate in their interpretations of more complex and critical ideas. ai should not replace your deep reading and engagement with course texts, but it may assist you in learning to ask more engaging questions about the theories we are learning.

Additionally, as geographers, you should be aware of the environmental costs of ai development and usage. Data storage relies on material resources, often drawn inequitably from marginalized communities and accounts for huge increases in tech company carbon footprints. By using programs like ChatGPT you are cosigning these extractive policies and contributing to these companies' accumulation of wealth and power.

If you have any questions about the use of generative ai, please don't hesitate to contact me.

Religious Accessibility

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. 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. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations. The University Interfaith Council has a helpful, but non-exhaustive, [religious holiday calendar](#) to promote awareness and understanding of observances. For example, Ramadan the Muslim holy month observed through fasting, prayer and reflection, coincides with the end of the semester and second-session classes, and students and instructors should be mindful of requests made for final projects and assignments.

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 Statement

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>

Counseling and Consultation Services/Mental Health Statement

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

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university designated service area (opens in new window), and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

Content Warning

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential **Sexual Violence Advocate** 614-267-7020, or **Counseling and Consultation Services** at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. **Failure to show respect to each other may result in dismissal from the class.**

Find the OSU Academic Calendar [Here](#)

Course Schedule				
Wk	Topic	Date	Assigned Readings	Notes
1	Building a Learning Community	1.8	N/A	
		1.10	Marquez, B. 2023. <i>Plantation Pedagogy: The Violence of Schooling Across Black and Indigenous Space</i> . Oakland: University of California Press. p.28-52 Hice-Fromille, T. 2022. "Teaching for Black Girls." <i>Exploring How We Teach</i> .	
2	Plantation Histories	1.15	Slocum, K and Deborah Thomas. 2003. "Rethinking Global and Area Studies: Insights from Caribbean Anthropology." <i>American Anthropologist</i> 105(3) p. 553-565.	

			Recommended: Hall, S. 1992. "The West and the Rest: Discourse and Power."	
		1.17	Fick, C. 1990. <i>The Making of Haiti: The Saint Domingue Revolution from Below</i> . Knoxville: University of Tennessee Press. p. 15-75.	
3		1.22	Fick p. 157-182 Trouillot, M. 2015. <i>Silencing the Past: Power and the Production of History</i> . Boston: Beacon Press. p.1-30; 141-153.	
		1.24	Mintz, S. 1986. <i>Sweetness and Power: The Place of Sugar in Modern History</i> . Penguin Books. (p. xv-18) Pantin, D. 1980. "The Plantation Economy Model and the Caribbean." <i>The IDS Bulletin</i> 12(1) p. 17-23. Recommended: "A Framework to Help Us Understand the World"	Book Presentation: Mintz
4		1.29	Woods, C. 1998. <i>Development Arrested: The Blues and Plantation Power in the Mississippi Delta</i> . Verso. p. 1-24.	Book Presentation: Woods
		1.31	<i>Development Arrested</i> . p. 25-39	
5	Post-Plantation Relations	2.5	Jones-Rogers, S. 2020. <i>They Were Her Property: White Women as Slave Owners in the American South</i> . Hartford: Yale University Press. p. x-24 Hartman, S. 1997. <i>Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America</i> . Oxford: Oxford University Press. p. 1-14	Book Presentation: Jones-Rogers
		2.7	DuBois, WEB. [1997]. <i>Black Reconstruction in America 1860-1880</i> . Free Press. (p. 670-729)	
6		2.12	Wilson, B. 2000. <i>America's Johannesburg: Industrialization and Racial Transformation in Birmingham</i> . Athens: University of Georgia Press. p. 29-106.	
		2.14	Kelley, R. 2015. <i>Hammer and Hoe: Alabama Communists During the Great Depression</i> . Durham: UNC Press. p. 2-33; 92-116.	

7		2.19	Wilson, B. 1990. "The Black Orientation." <i>Journal of Black Studies</i> 21(1), p. 23-39. Roane, J.T. 2022. <i>Black Agoras: Insurgent Black Social Life and the Politics of Place</i> . New York: NYU Press. p. 29-62	
		2.21	NO CLASS	
8		2.26		Abstract Workshop
		2.28	Safransky, S. 2023. <i>The City After Property: Abandonment and Repair in Postindustrial Detroit</i> . Durham: Duke University Press.	Book Presentation: Safransky Abstracts DUE
9		3.5	TBD	
		3.7	Barua, M. 2024. <i>Plantation Worlds</i> . Durham: Duke University Press. p. 21-63.	Book Presentation: Barua Abstract Peer Review DUE
10	Spring Break	3.12	N/A	
		3.14		
11	Invisibilized Geographies	3.19	Browne, S. 2015. <i>Dark Matters: On the Surveillance of Blackness</i> . Durham: Duke University Press. p. 31-62.	Book Presentation: Browne
		3.21	Zuboff, S. 2019. <i>The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power</i> . London: Profile Books. p. TBD Look up Mimi Onuoha's artwork Dismantling the House Tech Built Recommended: Bevilaqua, I. 2022. "Escaping Apartheid: Digital Ventures of Zionist Settler Colonialism." <i>Human Geography</i> 15(2) p.220-228.	
12		3.26	NO CLASS	
		3.28	NO CLASS	Paper Draft DUE

13		4.2	Leon, L.A. 2024. <i>The Map in the Machine: Charting the Spatial Architecture of Digital Capitalism</i> . Oakland: UC Press. p. 1-30.	Book Presentation: Alvarez Leon
		4.4	TBD	Guest Lecture
14		4.9	Gilmore, R. 2022. "Globalization and US Prison Growth: From Military Keynesianism to Post-Keynesian Militarism."	
		4.11	Gilmore, R. 2007. <i>Golden Gulag: Prisons, Surplus, Crisis and Opposition in Globalizing California</i> . Oakland: University of California Press. Chapter TBD	Peer Review DUE Book Presentation: Gilmore
15	World-Building	4.16	Winston, C. 2023. <i>How to Lose the Hounds: Maroon Geographies and a World Beyond Policing</i> . Durham: Duke University Press. p. 65-86.	Book Presentation: Winston
		4.18	Rivera, I. 2024. "Undoing Settler Imaginaries: (Re) Imagining Indigenous Knowledge Politics." <i>Progress in Human Geography</i> 47(2), p. 298-316. Biidibaan (The Dawn Comes)	
16		4.23	Wakanda Forever (Clips) Saunders, R. 2022. "Black + Brown =/ Green." <i>Political Geography</i> .	
		4.25	TBD	

Due	Assignment			
		Undergrad	Undergrad Researcher	Grad
Daily	<u>Attendance and Participation</u> Students are expected to attend each class and prepare for discussion ahead of time. This is a seminar style course in which class discussion is student-led. Students are expected to contribute to class discussion daily. Students will sign up for at least 1 participation role during the semester. The	15%	15%	25%

	<p>instructor will provide a list of available dates for which students may sign up to present author background or media or document notes during class discussion to be posted on Carmen at the end of class.</p> <p>Students with SLDS accommodations who regularly miss class are encouraged to attend individual office hours to discuss course material.</p>			
Weekly	<p><u>Discussion Posts</u> Between weeks 3 and 15, students should write a 200-word (400-word for grads) reading response that analyzes the connections between the week’s assigned readings and demonstrates a building understanding of the course themes. Responses should also pose open-ended questions to be discussed during Friday’s class and may reference historical or current events, popular media and culture, or personal reflections. Each response should be submitted by Thursday at 5pm on the appropriate Canvas discussion board. Students will be notified if their posts are unacceptable and posts that do not demonstrate improvement will receive an ‘Incomplete’ marking. Unacceptable posts are those that do not meet the word minimum, lack obvious engagement, perpetuate hostility or discrimination, and/or include inaccurate evidence.</p>	10%	15%	25%
Varies	<p><u>Book Presentation</u> Undergrads will work in pairs/trios and grads will work independently to read 2-3 chapters of a book on the syllabus, present on the book’s main points, and facilitate class discussion to draw connections between the book’s arguments and concepts to course themes. Grads will submit a scholarly review of the book that focuses on the book’s strengths as they relate to the course. Groups are expected to communicate outside of class time to prepare for the presentation, but they may agree to divide responsibilities equitably to ensure that each team member is able to</p>	15%	-	25%

	contribute in a way that best suits their abilities.			
Wk8-16	<p><u>Mock Journal Special Issue</u></p> <p>Each student will submit a contribution to the (mock) department academic journal based on the special issue theme: Plantation Geographies. Students will collaborate to select topics but must contribute individual submissions. Creative and traditional academic pieces are acceptable, but each topic must be approved by the class via democratic vote. Students must submit an abstract for their intended work during week 8 for peer review. Abstracts will undergo peer review and receive feedback in Week 9. Full-length drafts must be submitted for peer review in week 12 and will receive feedback by week 14. Revised manuscripts are due on the last day of class.</p> <p>Graduate students have the option of contributing a longer submission or two submissions.</p> <p>Abstract: 5%</p> <p>Abstract Peer Review: 5%</p> <p>Draft: 10%</p> <p>Draft Peer Review: 10%</p> <p>Final: 15%</p>	45%	30%	30%
Finals Week	<p><u>Springfield Presentation</u></p> <p>Students who contributed to the Springfield project must individually submit a brief (2-page) write up and collaboratively design and present a 30-minute presentation that explains the research question(s), method(s), review of relevant literature, data, analysis, and future directions. The presentation will take place during finals week and will be open to the department.</p>	-	15%	-
	<u>Reflection Paper</u>	5%	5%	5%

Book Presentation Instructions

Students will work in groups to present a selected book with a focus on 3-4 chapters (in addition to the Introduction). Presentations should last 20-30 minutes and include a lecture-style and discussion portion. For the presentation/lecture, students can use visual slides and/or handouts but are not limited to these formats. Creative formats such as pre-recorded videos with graphics (Crash Course-style) are also welcome. Presentations can include media, such as short audio-

visual clips (under 10 minutes), maps, statistics, art, music, etc., which should be incorporated to demonstrate contextual and/or analytic knowledge. A detailed, but concise, presentation outline should be submitted at least two days before the presentation via Carmen.

Criteria: The detailed presentation outline should include reading notes, structure of presentation, and questions or examples outlined in preparation for discussion. Students should practice transitions between speakers and between the presentation and facilitation. Each presenter should demonstrate a thorough understanding of the topic and a substantive effort to investigate context and background. Content should be accurate and sequenced in a clear way. Any visuals provided should be organized and relevant.

Groups must also facilitate a 30+ minute discussion based on the book and course topics. Students can use their own questions, media, or another creative means of engaging peers in discussion. While discussion can be used to clarify textual arguments, it should be mainly geared towards critical engagement and analysis by incorporating current events, lived experiences, topics or concepts from past weeks, etc.

Criteria: Presenters should need little or no instructor support to keep the conversation flowing. Presenters should demonstrate facilitation preparation by engaging with student discussion posts. Presenters should invite diverse ways of participating in discussion and encourage a positive atmosphere centered on course values.

After the presentation, each member of the group will complete a brief evaluation of the group's contributions.

Criteria: Each group member should provide long-form answers to the following questions:

- What strengths did you bring to this project?
- What areas of this assignment would you like to grow in? If you were to repeat this assignment, how do you feel you could improve?
- What strengths did your partner(s) bring to the project?
- In what areas could your partner improve to be a better collaborator for this project?
- How did you and your partner demonstrate excellence in this project?

Copyright

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.

Grading Contract

All students must complete all components of the following assignments:

- Group Presentation
- Reflection Paper

Grades vary based on the completion/submission of the following:

- Attendance
- Participation
- Discussion Posts
- Mock Journal Special Issue

*Excused absences do not count as missed classes

A

- Attendance: 23 out of 26 classes (or 90%)
- Participation: Complete 2 participation roles
- Discussion Posts: Complete 11 posts by due date
- Group Presentation: Complete in total (Grads submit book review)
- Special Issue: Complete in total
- Reflection Paper: Complete in total

B

- Attendance: 21 out of 26 classes (or 80%)
- Participation: Complete 1 participation role
- Discussion Posts: Complete 10 posts by due date
- Group Presentation: Complete in total (Grads submit book review)
- Special Issue: Complete in total
- Reflection Paper: Complete in total

C (Pass)

- Attendance: 18 out of 26 classes (or 70%)
- Participation: Complete 1 participation role
- Discussion Posts: Complete 9 posts by due date
- Group Presentation: Complete in total
- Special Issue: Complete in total with reduced word count
- Reflection Paper: Complete in total

Grading Contract (Springfield Researchers)

Each student must complete all components of the following assignments:

- Fieldwork (Springfield)
- Fieldnotes
- Springfield Presentation
- Reflection paper

Grades vary based on the completion/submission of the following:

- Attendance
- Participation
- Discussion Posts (Methods-specific posts when available)
- Mock Journal Special Issue

*Excused absences do not count as missed classes

A

- Attendance: 22 out of 26 classes (or 85%)
- Participation: 1 role
- Discussion Posts: Complete 10 posts by due date (all methods-specific posts when available)
- Fieldwork: 3 days
- Fieldnotes: 3 days
- Special Issue: Complete in total
- Springfield Presentation: Complete in total
- Reflection Paper: Complete in total

B

- Attendance: 20 out of 26 classes (or 75%)
- Participation: 1 role
- Discussion Posts: Complete 9 posts by due date
- Fieldwork: 3 days
- Fieldnotes: 3 days
- Special Issue: Complete in total
- Springfield Presentation: Complete in total
- Reflection Paper

C (Pass)

- Attendance: 17 out of 26 (or 65%)
- Participation: 0 roles
- Discussion Posts: Complete 8 posts by due date
- Fieldwork: 3 days
- Fieldnotes: 3 days
- Special Issue: Complete in total with reduced word count
- Springfield Presentation: Complete in total

Amendments

- Students may join the class discussion via Zoom when they have an excused absence (sickness, SLDS, etc.). Students must notify the instructor before class to request a Zoom link.
- Student can submit up to 2 assignments late (within 5 days) without penalty (not including peer review submissions).
- Students who do not submit Peer Review must submit 1 of the following Replacement Assignments:

- Attend an approved campus or Columbus-based event and submit a summary of the event and its relationship to the course on the Discussion Board
- Respond to 3 peer discussion posts for the next week and complete two additional discussion posts during the semester (based on contract grade)