

Introduction to Community & Environmental Sociology

CESoc 140 – Spring 2014

MW 4:35-5:25

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What this course is about. This course is an introduction to Sociology that focuses on the study of how we live in community and how we relate to the natural world. It is organized around a set of questions about how power structures these relationships and about the possibilities for organizing them differently. We will explore how the processes we have come to call globalization are changing the way we live in communities and relate to our environment. This will lead us to tackle some of today's most pressing social and environmental conflicts and crises both in the U.S. and abroad. Some key questions that we will discuss are: "Is economic growth necessary for well-being?" "What does community mean in the current era of globalization?" and "Can projects organized at the community level survive and thrive in a global economy?" A key theme of the course will be the interconnectedness of events and processes unfolding in different parts of the world.

Course goals include gaining an understanding of a set of key concepts: "community," "place," "development," "growth," "environment," "sustainability," "globalization," and "neoliberalism;" learning how these concepts are involved in contemporary debates about what is fair, just, and desirable for the places where we live and the world as a whole; identifying important actors in processes affecting community and environment, including government, corporations, transnational institutions and social movements; and developing the ability to critically evaluate arguments about the impacts of global change on local places and processes. To accomplish these goals, the course is divided into two sections. In the first section, we will define our terms, explore the debates surrounding them, and develop a conceptual framework for moving forward. In the second, we will examine a series of contemporary issues where the projects of communities confront the realities of economic globalization, including: local economic integration, environmental justice, local food movements, food sovereignty and security, job creation, and migration.

Participation. The quality of our collective experience in this course depends on your participation. Participation means ATTENDING class, as well as keeping up with the readings and being able to discuss them thoughtfully in class. I will not post lecture notes on-line (although I will post power-point slides); the material covered in the lecture is not the same as what you will find in the readings. You will not be able to get a passing grade in this course if you do not attend lectures. You are required to attend your discussion section. If you miss more than 2 discussion section meetings, you will lose points (four points per session missed). Students will not lose points when they are absent to observe religious holidays, or have a doctor's excuse. Make-up exams require prior notice and are only allowed if you are seriously ill or have a serious family emergency. While this is a large class, I encourage debate based on careful reading of materials and we will work to cultivate an environment of respect for one another's views.

Books/Readings:

This book is available at University Bookstore and other locations.

1. McKibben, Bill, *Deep Economy: The Wealth of Communities and the Durable Future*.
2. Course reserve readings. A print version is available at Student Print (333 East Campus Mall, room 3301) and electronic copies on MyUW and our Learn@UW website.

Plagiarism: All of the work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Although this appears straightforward, it can sometimes be confusing. Whenever you are unsure about quoting and citing, please come to see me (or Kate) to figure out the best strategy. If you use a web-based source, you can always cite the URL. For information about plagiarism policy:

<http://www.wisc.edu/students/saja/misconduct/UWS14.html#points>

More information on source citation: www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf.

Academic Honesty: The UW takes academic honesty very seriously. If you are found to be cheating on exams or papers, you will receive a grade of F and will be reported to the Dean of Students.

Accommodations: I wish to include fully any students with special needs in this course. Please let me know (the earlier the better) if you need any special accommodations in the curriculum, instruction or evaluation procedures in order to enable you to participate fully. The McBurney Resource Center will provide useful assistance and documentation.

Nighttime Safety

UW-Madison has established several transportation and walking escort services to help you stay safe while getting around campus and nearby areas after dark. To make use of services such as UWMadison SAFEwalk and SAFERide programs, see: <http://transportation.wisc.edu/transportation/safeservices.aspx>

Assignments**I. Response papers (5).****100 points**

There are FIVE one-page response papers. Each paper is worth 20 points for a total of 100 points. Response papers are due in-class on the day assigned. Late papers will not be accepted. Papers will be graded based on: a) clarity and originality of ideas; b) use of concepts and themes from readings; b) logic and argument; c) writing style and technical aspects of presentation (such as grammar, citations, spelling). For general information on good writing see the UW Writing Center website (www.wisc.edu/writing) or visit the Writing Center in 6171 Helen C. White (also satellite locations).

II. Exams**Midterm 1** (2/22, in class)**100 points****Midterm 2** (3/26, in class)**100 points****Final** (non-cumulative, during exam period)**100 points****Total value of all assignments:****400 points**

Grading Scale

368-400 points = A 288-307 = C
 348-367 = A/B 240-287 = D
 328-347 = B below 240 = F
 308-327 = B/C

If you have questions about a grade, speak to Kate or to me first. If the question is not resolved, speak with the Chair of Community & Environmental Sociology, Jess Gilbert, who will attempt to resolve the issue and inform you of the appeals procedure if no resolution is reached informally.

Suggestions for doing well in this course

1. Keep up with the readings, and do the assigned readings before they are discussed in class.
2. Take notes while you read. Afterwards, write a few sentences about the main point(s) of the piece. Jot down any questions you have about the readings, and bring these to class or section.
3. Attend class. In lecture and in section, be prepared to ask questions or offer comments about the readings, how they relate to lecture material, or current events.
4. Take notes. It is not enough to simply copy down the terms and diagrams presented on the board or screen. You need to write down important points from lecture and discussion as well.
5. If you must miss class, get class notes from another student whom you trust to be a good note-taker.
6. Attend office hours. Both Kate and I are glad to meet with you outside of class. If you cannot attend scheduled office hours, let us know and we will find another time.

Course Schedule

DATE	TOPIC	READINGS AND READING QUESTIONS
Jan 22	Introduction to Course	What is Community and Environmental Sociology? Course goals. How to do well in this course.
	PART 1	DEFINING KEY TERMS AND DEBATES
Jan 27	Community/Place	C. Wright Mills, "The Promise" Bill McKibben, ch. 1 Wolfgang Sachs, "One World" Ungraded assignment: bring a definition of community to class <i>How is the meaning of community changing? What kinds of community are there? What is the difference between space and place? What is "cosmopolitan localism?" How are local and global connected?</i>

Jan 29	Community/Place	<p>McKibben, ch. 3 Alexis deTocqueville, "How the Americans Combat Individualism by the Principle of Self-Interest Rightly Understood"</p> <p><i>How have values of individualism shaped U.S. culture? What kinds of activities do we still organize "communally?" Are those activities threatened or thriving?</i></p>
Feb 3	Development/Growth	<p>Amartya Sen, "The Ends and Means of Development"</p> <p><i>How is development conventionally measured? How does Sen argue that we should measure development? What does he mean by "freedom?"</i></p>
Feb 5	Development/Growth	<p>McKibben, ch. 4 Elinor Ostrom, et al., "Revisiting the Commons"</p> <p><i>What are the advantages that McKibben sees in locally integrated economies? What forces work against local integration? How can we achieve fairness and transparency when goods are traded over long distances?</i></p>
Feb 10	Environment/Sustainability	<p>Vandana Shiva, "Resources" Jon Gertner, "The Rise and Fall of GDP" Michael Bell, "The Treadmill of Production"</p> <p><i>How do our conventional economic measurements account for depletion of resources and environmental harm? What valuable resources do they fail to measure? What is the treadmill of production? What institutions maintain it? What is the treadmill of underproduction?</i></p> <p>Response paper #1: Choose an example of "the commons." Explain why you think it is an example of the commons. What kinds of institutions, relationships and rules govern its activities?</p>
Feb 12	Environment/Sustainability	<p>McKibben, ch. 5 and afterword <u>In-class film:</u> "The Story of Stuff"</p> <p><i>How is the trade-off between growth and environmental sustainability different for poor countries than for rich ones?</i></p>

		<p><i>What kinds of conflict does this create? Are there ways to reduce poverty and improve the standard of living without adopting a “western” pattern of growth? How has the global recession affected the environment?</i></p>
Feb 17	Globalization/Neoliberalism	<p>Anthony Giddens, “Globalization” Dollars & Sense Collective, “The ABC’s of the Global Economy” Jeremy Brecher, et al., “Globalization and its Specter”</p> <p><i>Is globalization new? What does Giddens identify as the “skeptical” vs. “radical” positions on globalization? What does he see as the major risks associated with it?</i></p>
Feb 19	Globalization/Neoliberalism	<p>Robert Pollin, “What’s Wrong with Neoliberalism” Waldon Bello, “Global Civil Society”</p> <p><i>What is the Washington Consensus? What is the difference between neoliberalism and classical economic liberalism? What does Pollin mean by the “Keynes problem?” The “Polanyi problem?”</i></p> <p>Response Paper #2: Think of two activities you engage in that are valuable to you but that do not form part of “market economy”—that is, they are not bought or sold or counted as part of our Gross Domestic Product. Explain why you (and others) engage in these activities and how they intersect with, and support, other activities that ARE measured in GDP.</p>
Feb 24		MID-TERM 1
	PART II	CASE STUDIES
Feb 26	Food and Community: Food Regimes and Food Movements	<p>McKibben, ch. 2 Eric Holt-Giménez and Annie Shattuck, “Food Crises, Food Regimes and Food Movements”</p> <p><i>What is a food regime? How can we characterize the dominant “food regime” in the U.S. today? What are some of the costs of long-distance procurement of food? According to McKibben and Kloppenburg et al., what are some benefits of sourcing food locally?</i></p>

Mar 3	Food and Community: Eating Locally	<p>Jack Kloppenburg, et al., "Coming into the Foodshed" Michael Pollan, "Power Steer" Mark Bittman, "Is Junk Food Really Cheaper?"</p> <p><i>What is a foodshed? What is a commodity chain? How transparent is our current food regime?</i></p>
Mar 5	Food and Community: Food Security	<p>Anna Lappé, "Who Says Food Is a Human Right?" The Nation, "Ten Things to Reduce Hunger" Center on Budget & Policy Priorities, "SNAP Basics" Sheryl Stolberg, "A Debate on Food Stamps"</p> <p><i>What are the most important factors undermining food security today? Why do we see food insecurity even in wealthy, industrialized countries?</i></p>
Mar 10	Food and Community: Food Sovereignty	<p>Walden Bello, "Manufacturing a Food Crisis" Raj Patel, "What Does Food Sovereignty Look Like?" "Nyéléni Declaration on Food Sovereignty"</p> <p><i>Are famines natural or social disasters? How is "food sovereignty" different from food security?</i></p> <p>Response Paper #3: Keep a food diary for one day. Attempt to trace the origins of each element of your diet. Reflect on what you find, relating your reflections to themes and concepts from readings.</p>
Mar 12	Social Justice in the Food Chain	<p>Saru Jayaraman, "Serving While Sick" and "\$2.13: The Tipping Point" http://genprogress.org/voices/2011/01/10/16187/the-domino-effect-a-brief-history-of-the-ciw/ http://www.thenation.com/blog/176727/week-poverty-immokalee-way</p> <p><i>What are some of the key changes that restaurant workers are advocating? Would these changes only benefit restaurant workers? What kinds of broader impacts might they have? What organizing model does the Center for Immokalee Workers use?</i></p>
SPRING BREAK		Mar 15-23

<p>Mar 24</p>	<p>Communities and their Environments: Environmental Justice and Place</p>	<p>Center for Health, Environment & Justice, “Love Canal” Temma Kaplan, “Suburban Blight and Situation Comedy at Love Canal”</p> <p><i>What obstacles do communities face in organizing against contamination of their homes and workplaces? How did residents of Love Canal meet those challenges?</i></p>
<p>Mar 26</p>	<p>Communities and their Environments: Environmental Justice and Race/Poverty</p>	<p>U.S. Commission on Civil Rights, “What is Environmental Justice?” Exchange Project, “Afton, North Carolina” Temma Kaplan, “When It Rains, I Get Mad and Scared”</p> <p><i>Why is exposure to pollution and other environmental risks unequally distributed by race and class? How do environmental justice campaigns build on legacies of the civil rights movement?</i></p>
<p>Mar 29</p>	<p>Communities and their Environments: Citizen Science</p>	<p>Beverly Wright, “Living and Dying in Louisiana’s Cancer Alley” Abby Kinchy and Simona Perry, “Can Volunteers Pick Up the Slack?”</p> <p><i>How have some local groups overcome a NIMBY [Not In My Back Yard] mentality to form cross-race/class alliances against environmental harms? What are the strengths and limitations of “citizen science”?</i></p>
<p>Mar 31</p>	<p>Community and Economy: The Case of Walmart</p>	<p>Gary Gereffi, “The Impacts of Wal-Mart”</p> <p><i>How does Walmart differ, as a template for business, from the model provided by General Motors at mid-20th century? What key innovations have given Walmart its market power? Does Wal-Mart affect communities and workers of the global North and South in the same way?</i></p> <p>Response Paper #4: Use the website scorecard.goodguide.com to explore environmental contaminants and environmental justice in a community you know (perhaps your community of origin or Dane County, Wisconsin). Answer the following questions: what are the major environmental issues faced in this location? Who are the major polluters? What, if anything, surprised you about the data? Which groups in your community bear disproportionate risk from environmental harms?</p>

Apr 2	Community and Economy: The Case of Walmart	<p>Charles Fishman, "Wal-Mart and the Decent Society" Liza Featherstone, "Down and Out in Discount America"</p> <p><i>How is Walmart's growth strategy linked to poverty? How do state and local governments subsidize Walmart and other low-wage employers? Why do some communities oppose the building of Walmart?</i></p>
Apr 7		MID-TERM 2
Apr 14	Work and Community: Deindustrialization?	<p>David Moberg, "Maytag Moves to Mexico" Thomas Sugrue, "Motor City: Story of Detroit" Andrew Herscher, "The Unreal Estate Guide to Detroit" http://places.designobserver.com/feature/the-unreal-estate-guide-to-detroit/37368/</p> <p><i>What does the term "race to the bottom mean?" How does outsourcing make it more difficult for U.S. workers to organize? How does globalization affect service sector jobs differently from those in manufacturing? How are community groups in Detroit trying to recover from deindustrialization (and now bankruptcy)?</i></p>
Apr 16	Work and Community: Reindustrialization?	<p>Charles Fishman, "The Insourcing Boom" Stephanie Clifford, "A Wave of Sewing Jobs at U.S. Factories"</p> <p><i>How do companies make decisions about where to locate their production facilities? Is the trend toward outsourcing U.S. jobs reversing itself? Can we generalize about which kinds of jobs are most likely to be located in the global North and which in low-waged regions of the global South?</i></p>
Apr 21	Work and Community: Job Quality	<p>Beth Shulman, "The Betrayal of Work" Evan Soltas, "Two Reasons Not to Raise the Minimum Wage" Nick Hanauer, "The Capitalist's Case for a \$15 Minimum Wage" http://www.nytimes.com/roomfordebate/2013/12/04/making-low-wages-liveable [especially contributions by Unz, Holtz-Eakin, Reich, Furchtgott-Roth, and Ruetschlin]</p> <p><i>How does Shulman argue that working conditions have changed for low-waged workers? What are the arguments for and against raising the minimum wage?</i></p>

Apr 23	Work and Community: Rebuilding Local Economies	<p>Van Jones, “The Green New Deal” Paul Sonn and Stephanie Luce, “New Directions for the Living Wage Movement” Film: <i>Urban Roots</i> (segment)</p> <p><i>What is a living wage (and how is it different from minimum wage)? What does Van Jones mean by a Green New Deal? What kinds of investments would it entail and what benefits does he argue it would provide?</i></p> <p>Response Paper #5: Review arguments for and against raising the minimum wage. Pay special attention to arguments about the effects on communities as well as individuals. Which arguments do you find most convincing and why?</p>
Apr 28	Work and Community: Migration	<p>Charles Hirschman and Douglas Massey, “Places and People: The New American Mosaic” Tina Rosenberg, “Why Mexico’s Small Corn Farmers Go Hungry” Douglas Massey, “Immigration and the Great Recession”</p> <p><i>How are global migration patterns changing? How did the North American Free Trade Agreement affect migration patterns?</i></p>
Apr 30	Work and Community: Migration	<p>Jill Harrison et al., “Immigrant Dairy Workers in Rural Wisconsin Communities” Jill Harrison et al., “A Look into the Lives of Wisconsin Immigrant Dairy Workers” David Bacon, “How U.S. Policies Fueled Mexico’s Great Migration”</p> <p><i>How are immigrant workers being incorporated into the Wisconsin dairy sector? What U.S. policies does Bacon argue have led to increased migration? How has the great recession changed this picture?</i></p>
May 5	Wrap-up and review	<p><i>We will return to three questions raised at the beginning of the semester: Is economic growth necessary for well-being? What does community mean in the current era of globalization? Can projects organized at the community level survive and thrive in a global economy?</i></p>
May 7	FINAL EXAM	Wed., May 14, 7:25 p.m. Location TBA