

# **Community & Environmental Sociology 140**

## **Introduction to Community & Environmental Sociology**

### **Fall 2014**

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M/W 9-10:30

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### **Course Overview**

This course is an introduction to community and environmental sociology. More specifically, we examine the linkages between the social and biophysical dimensions of the environment. Key topics include community growth and development, local food systems, energy transitions, environmental justice, resource dependence, and sustainable development in the green economy. An important theme running through this course is the concept of community sustainability. We are especially interested in understanding some of the successful models and obstacles to promoting community sustainability and resiliency.

I expect students to come away from the course with a basic understanding of the concepts and theories in community and environmental sociology. In addition, students should be able to apply these concepts and theories to issues related to the social and biophysical dimensions of the environment.

### **Required Readings**

Bill McKibben. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Times Books.

Michael Pollan. 2007. *The Omnivore's Dilemma*. New York: Penguin & Company, Ltd.

These books are available at the University Bookstore. You should be able to find used copies on the internet as well. Additional readings are available through Learn@UW.

**Course Requirements.** Grades will be based on three exams, reading reflections, and class attendance. Each exam will consist of short answer and multiple choice. The exams will cover lectures, readings, films and class discussion. The final exam will include only the material from the last third of the class and will be given during the final class period (December 10). Each exam will be worth 50 points. All the dates for exams and assignments may be changed at the discretion of the instructor.

In five of the weeks during the semester you are required to write a reading reflection. In your reading reflections, you must a) demonstrate that you are engaged with the reading for that week by discussing the main arguments or conclusions of the reading, b) critically assess the argument, and c) relate the readings to the lectures, films or discussion in class. In some weeks, we will provide you with a prompting question that you should address in the reading response paper. In most cases, reflection papers need to be only 2-3 double-spaced pages long (3 pages max). Each reading reflection will be worth 10 points (total of 50 for the semester). The papers must be submitted in the dropbox on Learn@UW. Late papers will be penalized by a letter grade.

Attending lectures and discussion sessions is critical to your success in this class. Attendance will be taken in each lecture and discussion section class. In accordance with regent and faculty policy, students will not lose attendance points when they are absent from class to observe religious holidays. Please inform Todd in advance when you know you will miss a discussion class.

Make-up examinations will be given only if students provide the instructor, in writing, an acceptable excuse from a physician or another professional regarding your illness. The make-up exams will be scheduled at a time that is mutually convenient for all students that miss exams. Grades on exams will be based on the following scale:

A	=93% +
AB	=88-92%
B	=83-87%
BC	=78-82%
C	=70-77%
D	=60-69%
F	=<60%

**Instructor's Office Hours.** Regular office hours are 1-3 on Monday and Wednesday. Green is available most days of the week by appointment. It is usually easiest if you make an appointment by email. Office hours will not be devoted to tutorial for materials that students miss when not attending class. Also, please strive to ask routine questions of clarification *during the lecture*.

**Attendance and Participation.** Class attendance is extremely important for this course. Coming to class prepared and participating in the discussion will enhance your ability to learn the material presented in class. I will include material from each class on the exams (in most cases this material is not available in the readings or on Learn@UW). An official note is required if students miss more than three classes. If you are absent, it is your responsibility to obtain notes from classmates and any other information missed during class. If you will be missing a class due to a religious holiday, you need to notify me in writing two weeks in advance so that this absence will not count against you.

**Academic Honesty.** Cheating on exams and response papers will not be tolerated. Students caught cheating will receive a grade of F on the exam and the case will be reported to the Dean of Students. Given the amount of writing required in the class you should familiarize yourself with rules at the University regarding plagiarism (<http://www.wisc.edu/students/conduct/uws14.htm#special>).

**Lecture Notes.** Lecture notes will be posted on Learn@UW before class. These notes are intended to provide you with a broad outline of the discussion, not specific details. It would help if you print out the notes in advance and bring them to class. The notes will not provide a lot of detail, so you will still need to take notes in class.

**Readings.** There is a fairly heavy load of reading for this course (approximately 100 pages per week). Therefore, it is extremely important for you to keep up with the required reading. You are expected to read the assignments *before* class each week. I normally do not lecture from the readings, but try to make linkages with the discussions in class. In order to benefit from the lectures, it is best to read the assignments in advance.

**Disruptive Behavior.** One of my responsibilities is to ensure that the environment in the classroom is conducive to learning. If you are late, you should find a seat in the back of the classroom. If you need to leave early, please let me know in advance and sit in a location where it will be easy to quietly leave the room. Turn off all cell phones and put away newspapers at the beginning of class. Finally, please hold side-conversations and discussions until after class.

**No Laptops:** Although computers are a valuable tool for research and study, they are inimical to participation and collegiality in the classroom. The use of laptops or other electronic devices for note taking or other purposes in class, therefore, will not be permitted.

## COURSE OUTLINE

**Week 1.** *Introduction & key concepts*

Reading: *Deep Economy*, Ch. 1

Reading: C. Wright Mills "The Promise."

**Week 2.** *Community vs. place*

Reading: *Deep Economy*, Ch. 2

**Week 3.** *Growth vs. development*

Reading: *Deep Economy*, Ch. 3

Reading: Jon Gertner (2010). "The rise and fall of the G.D.P." *New York Times Magazine*, May 16, pp. 60-71. Available at:

<http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html?pagewanted=all>

**Reflection Paper #1 Due (Sept. 19)**

**Week 4.** *Globalization vs. localism*

Film: *Is Wal-Mart Good for America?*

Reading: *Deep Economy*, Ch. 4

Reading: Maruo Guillen. 2001. Is globalization civilizing, destructive or feeble? A critique of five key debates in the social science literature. *Annual Review of Sociology* 27: 235-260.

**Week 5.** *Environmental justice*

Reading: *Deep Economy*, Ch. 5

Reading: Robert D. Bullard and Glenn S. Johnson. 2000. "Environmental justice: Activism and its impact on public policy decision making." *Journal of Social Issues* 56: 555-578.

**Reflection Paper #2 Due (Oct. 3)**

### **Exam #1 (Oct. 6)**

**Week 6.** *Land use*

Reading: *The Omnivore's Dilemma*, pp. 1-84

Reading: Burchell, Robert W., Anthony Downs, Barbara McCann, and Sahyan Mukherji (2005). *Sprawl costs: Economic impacts of unchecked development*. Island Press: Washington, DC. (Pp. 2-47).

Film: *Save Our Land, Save Our Towns*

**Week 7.** *Farming*

Reading: *The Omnivore's Dilemma*, pp. 85-184

**Week 8.** *Agribusiness*

Reading: *The Omnivore's Dilemma*, pp. 185-276

**Reflection Paper #3 Due (Oct. 24)**

**Week 9. *Farmworkers***

Reading: *The Omnivore's Dilemma*, pp. 277-333

Reading: Jill Harrison and Sarah Loyd (2012). "Illegality at work." *Antipode* 44: 365-385

**Week 10. *Local food systems***

Reading: *The Omnivore's Dilemma*, pp. 334-412

**Response Paper # 4 Due (Nov. 7)**

**Exam #2 (Nov. 10)**

**Week 11. *Food vs. Fuel***

Reading: Herman Daly. 2003. "Sustainable economic development: definitions, principles, policies" in Norman Wirzba (ed.). Pp. 62-79 in *The Essential Agrarian Reader*. Lexington, KY: University Press of Kentucky.

Film: *The Greening of Southie*

**Week 12. *Green economy***

Reading: Green, Gary Paul and Andrew Dane. 2010. "Green-collar jobs." Pp. 251-255 in *The Business of Sustainability*, Chris Laszio, Daniel S. Fogel, Peter Whitehouse, Karen Christensen, and Gernot Wagner (eds.). Great Barrington, MA: Berkshire Publishing.

**Week 13. *Natural amenities***

Reading: Thomas Michael Power (2005). Chapter 5 in *Amenities and Rural Development*, edited by G. Green, S. Deller, and D. Marcouiller. Northampton, MA: Edward Elgar Publishing.

**Week 14. *Conservation & tourism***

Reading: Brockington, D., Duffy, R., & Igoe, J. (2008). *Nature Unbound: Conservation, Capitalism and the Future of Protected Areas*. London: Earthscan, Ch. 4: The power of parks.

**Reading Reflection #5 Due (Dec. 5)**

**Week 15. *Globalization & sustainability***

**Exam #3 (Dec. 10)**