

Soc/CESoc 140: Introduction to Community & Environmental Sociology

Instructor: Yifei Li
Office: 308E Agricultural Hall
Email: yifeili@ssc.wisc.edu

Classroom: 10 Agricultural Hall
Class Time: Mon/Wed 2:30-3:45pm
Office Hours: Mon/Wed 1:30-2:30pm

Overview

In this course, we examine the linkages between people and places, the local and the global, as well as the social and the natural. The course is divided into three sections. In the first section, we explore changes in local communities. We seek a critical understanding of the prosperity of communities, in both economic and social senses. The second part of the course examines global communities, and how the global and the local are inter-connected through the movement of people and commodities. In the third section, we interrogate the ecological community, or “community in the largest possible sense” (Bell, 2012:2). We think about how the social and the natural are linked to each other.

This course offers an introduction to sociological theories that explain changes in the community and our relationships to the natural environment. By the end of the semester, you will gain deeper understanding of a set of concepts, including growth, social capital, development, globalization, consumption, nature, sustainability, and social construction. Sociological theories and concepts are not absolute truth; virtually every issue can be explored from more than one perspective. While each of these alternative points of view has shortcomings, each can generate useful insights. We use sociological theories to critically understand some of the pressing social and environmental issues.

Textbooks

- Required: McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books.
- Recommended: Bell, M. (2012). *An invitation to environmental sociology*. Fourth Edition. Thousand Oaks, Calif: Pine Forge Press

These books are available at the University Bookstore. If you decide to buy online, make sure you order the correct edition. If you do not wish to buy these books, you may read them in the library. Both books are on reserve at Steenbock Library. Additional copies of the McKibben book are on reserve at College Library.

Other required readings are available on Learn@UW at learnuw.wisc.edu.

Course Requirements

- **Short papers** (100*3=300 points)
You are required to write and submit three short papers over the course of the semester. Each paper is worth 100 points for a total of 300 points. Short papers are due before class on 2/11, 3/16, and 4/22. You are required to turn in a word file of your paper to Turnitin.com (the class ID is 9264736, and passcode is cesoc), as well as a hard copy before the start of class on these days. If you are not familiar with Turnitin.com, please refer to Appendix 1.

Please limit each short paper to one page, with one-inch margins, single-spaced. If you cite materials not on this syllabus, please include a bibliography on a separate page, acknowledging your sources properly. Make sure you follow the grading rubric as you write. If you are unsatisfied with your score, there is an opportunity to rewrite. Re-writes must be turned in within a week after grades are posted on Learn@UW. The UW Writing Center (<http://www.writing.wisc.edu/>, 608-263-1992) is a resourceful place that can help you become better writers. You may schedule one-on-one sessions with writing experts. Various writing workshops are offered throughout the semester.
- **Final paper** (200*1=200 points)
You are required to revise and expand one of your short papers. Choose your favorite short paper, do a modest amount of additional thinking, and bring more course readings into your field of vision. See handout for details. Expand, improve, and clarify your argument. Polish your writing and turn in an expanded version. This assignment is worth 200 points. It is due 3pm on Monday May 11, 2015. NO LATE PAPERS OR RE-WRITES for this assignment. You are required to turn in a word file of your paper to Turnitin.com, and to deposit a hard copy of your paper to the collection box on the Third Floor of Agricultural Hall. Please limit your writing for this assignment to three pages, with one-inch margins, single spaced.
- **Exams** (150*3=450 points)
Each of the three exams will consist of multiple choice questions, and possibly short answer questions. The exams will cover lectures, class discussions, readings, and films. Exams are non-cumulative. Each exam will be worth 150 points. Exams will be given during class time on 2/25, 3/25 and 5/6.
- **Preparation/Attendance/Participation** (a total of 50 points)
Attending lectures and discussions is critical to your success in this class. I will use different means to check attendance, including but not limited to (a) pop quizzes at the beginning of class to test your mastery of readings assigned for the day, (b) pop quizzes at the end of class to test your understanding of the lecture, (c) opinion surveys of the class. Attendance checks are unscheduled. The worth of each attendance check will be announced before it is taken. They will add up to 50 points. In accordance with UW policy, students will not lose attendance points when they are absent from class to observe religious holidays.

Late Policy

If you submit your short paper after the due date, your score will be penalized by 10% for each day after the due date. You are required to turn in both hard copies and electronic copies of paper assignments before they are due. Requests for extension may not be approved.

Exam Policy

Make-up exams will be given only if you provide the instructor, in writing, an acceptable excuse from an accredited professional regarding the situation. You should submit the written notice before the day of the exam. Make-up exams will be scheduled at a time that is convenient for all students that miss the exam, but no later than two weeks after the scheduled exam. No re-takes will be given to students who are dissatisfied with their exam scores.

Grading Scale

A=93% or more	AB=88-92.9%	B=83-87.9%	BC=77-82.9%
C=70-76.9%	D=60-69.9%	F=59.9% or less	

Office Hours

Office hours are 1:30 – 2:30 pm on Mondays and Wednesdays. My office is Room 308E in Agricultural Hall. Office hours will NOT be devoted to tutorial for materials that students miss when not attending class.

Lecture Slides

I will post lecture slides on Learn@UW after each class. These slides alone do not provide a sufficient basis for you to answer exam questions. They are meant to provide a general outline.

Readings

It is extremely important for you to keep up with the required readings for each session. I lecture with the assumption that you have read all pieces before class. I normally do not lecture from the readings, but try to build on them. In order for you to benefit from lectures, it is best to read the assignments in advance. You may also bring along your questions about specific readings to class.

Communication

I will make an effort to timely announce any changes to the syllabus via email, on Learn@UW, and in class. Please make sure you check your wisc.edu emails, and let me know if you have trouble receiving emails sent to the class list.

You are welcome to communicate with me via email. Please expect a reply within 48 hours. However, I will NOT respond to questions if answers can be found in this syllabus. Nor will I respond to questions that have been addressed in class. Try to ask questions of clarification in class so your fellow classmates can also benefit from the exchange.

Academic Honesty

All work that you submit for this class must be your own. All sources and assistance used in preparing your papers must be precisely and explicitly acknowledged. Please read Appendix 2 if you need more information about this. If you are still unsure, come and talk with me, or consult the Writing Center (<http://www.writing.wisc.edu/>, 608-263-1992).

Cheating on exams and/or papers will not be tolerated. Students caught completing quizzes for students not attending the session will be charged with academic misconduct. Students caught cheating will receive a grade of F for the entire course, and the case will be reported to the Dean of Students. NO EXCEPTIONS. You should familiarize yourself with UW rules regarding academic honesty at <http://students.wisc.edu/doso/acadintegrity.html>.

Classroom Etiquettes

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 before class begins. Please hold side-conversations and discussions until after class.

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.

Accommodation

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 Center (www.mcburney.wisc.edu, 702 W. Johnson Street, 608-263-2741) can provide useful assistance and documentation.

If English is not your first language, or one of your first languages, you may have an additional thirty (30) minutes for each exam. If this applies to you, please come and talk with me at your earliest convenience.

The University recognizes that as a community many of its members use names other than their legal names to identify themselves. More information about the UW preferred name policy can be found online at http://registrar.wisc.edu/preferred_name.htm

Nighttime Safety

The University has established several transportation and walking escort services to help you stay safe while getting around campus and the nearby areas after dark. To help take responsibility for your own safety and that of your friends, make use of services such as SAFEwalk and SAFERide. Details can be found at <http://transportation.wisc.edu/transportation/safeservices.aspx>

Class Schedule and Required Reading Assignments

Week 1 - Introduction

- January 21
Read the opening paragraphs of this syllabus, if you have not done so already.

Local Community: Towards Prosperity in Places

Week 2 - Growth redefined

- January 26
McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books, Introduction and Ch. 1: After growth.
Gertner, J. (May 16, 2010). The rise and fall of the G.D.P. *New York Times Magazine*, 60-64,66,68,70-71.
- January 28
Daly, H. E. (September 01, 2005). Economics in a full world. *Scientific American*, 293, 3, 100-107.
Jackson, T. (2009). *Prosperity without growth: Economics for a finite planet*. London: Earthscan, Ch. 3: Redefining prosperity.

Week 3 - Growth machine theory

- February 2
Bell, M. (2012). *An invitation to environmental sociology*. Thousand Oaks, Calif: Pine Forge Press, Ch. 3: Money and Machines.
- February 4
Logan, J. R., & Molotch, H. L. (2007). *Urban fortunes: The political economy of place*. Berkeley, CA: University of California Press, Ch. 3: The city as a growth machine.

Weeks 4&5 - Social capital

- February 9
McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books, Ch. 3: All for one, or one for all.
Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster, Ch. 1: Thinking about social change in America.

- February 11

DUE

Short Paper #1

Find a concrete example of local development. To what extent does your example lend support to the growth machine theory?

Hart-Brinson, P. (January 01, 2011). New Ways of Bowling Together? *Contexts*, 10, 4, 28-33.
 Putnam, R. D., Feldstein, L. M., & Cohen, D. (2003). *Better together: Restoring the American community*. New York: Simon & Schuster, Conclusion: Making Social Capital Work.

- February 16

Portes, A. (January 01, 1998). Social Capital: Its Origins and Applications in Modern Sociology. *Annual Review of Sociology*, 24, 1-24.

- February 18

Mills, C. W. (1959). *The sociological imagination*. Oxford, England: Oxford University Press, Ch. 1: The promise.

Week 6 – Case study

- February 23

Karjanen, D., (2006) The Wal-Mart effect and the new face of capitalism: Labor market and community impacts of the megaretailer, in Lichtenstein, N. (eds). *Wal-Mart: The face of twenty-first-century capitalism*. New York: New Press, pp. 143-162.

McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books, Pp 140-142.

In-class documentary: *Wal*Mart: The high cost of low price*.

- February 25 (Exam #1)

Global Community: Inequality and Justice in International Development

Week 7 – Development theories

- March 2

Rostow, W. W. (1960). *The stages of economic growth: A non-Communist manifesto*. Cambridge, England: University Press, Ch. 1: Introduction & Ch. 2: The five stages of growth: A summary.

Sen, A. (1999). *Development as freedom*. New York: Knopf, Ch. 1: The perspective of freedom.

- March 4

Easterly, W. (2013). *The tyranny of experts: Economists, dictators, and the forgotten rights of the poor*. New York, NY: Basic Books, Ch. 3: Once upon a time in China.

Week 8 – People on the move

- March 9
Ngai, M. M. (2014). *Impossible subjects: Illegal aliens and the making of modern America*. Princeton: Princeton University Press, Introduction: Illegal aliens: A problem of law and history.
Harrison, J. L., & Lloyd, S. E. (March 01, 2012). Illegality at Work: Deportability and the Productive New Era of Immigration Enforcement. *Antipode*, 44, 2, 365-385.
- March 11
Kasinitz, P. (2008). *Inheriting the city: The children of immigrants come of age*. New York: Russell Sage Foundation, Ch. 1: Introduction.
Lee, J., & Bean, F. D. (2010). *The diversity paradox: Immigration and the color line in twenty-first century America*. New York: Russell Sage Foundation, Ch. 1: Introduction.

Week 9 – Stuff on the move

- March 16

DUE	Short Paper #2	Look into the US immigration debate. Make an argument of your own to join the debate. Be sure to use course readings.
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Collins, J. L. (2003). *Threads: Gender, labor, and power in the global apparel industry*. Chicago: University of Chicago Press, Ch. 2: The emergence of a twenty-first century apparel industry.
- March 18
Bunker, S. G., & Ciccantell, P. S. (2005). *Globalization and the race for resources*. Baltimore: Johns Hopkins University Press, Ch. 1: Matter, space, time, and globalization: An introduction.

Week 10 – Development agencies

- March 23
Stiglitz, J. E. (2003). *Globalization and its discontents*. New York: W.W. Norton, Ch. 2: Broken promises.
- March 25 (Exam #2)

Week 11 – Spring recess

No class.

Ecological Community: Rethinking Nature

Weeks 12 - Food

- April 6
Pollan, M. (2007). *The omnivore's dilemma: A natural history of four meals*. New York: Penguin, Ch. 16: The omnivore's dilemma, & Ch. 17: The ethics of eating animal.
- April 8
McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books, Ch. 2: The year of eating locally.
Bell, M. (2012). *An invitation to environmental sociology*. Thousand Oaks, Calif: Pine Forge Press, Ch. 5: Body and health.

Week 13 - Consumption

- April 13
Bell, M. (2012). *An invitation to environmental sociology*. Thousand Oaks, Calif: Pine Forge Press, Ch. 2: Consumption and materialism.
Maniates, M. (August 01, 2001). Individualization: Plant a Tree, Buy a Bike, Save the World?. *Global Environmental Politics*, 1, 3, 31-52.
- April 15
Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health*. Berkeley, CA: University of California Press, Ch. 1: From "Eat More" to "Eat Less," 1900-1990, & Ch. 2: Politics versus Science: Opposing the Food Pyramid, 1991-1992.

Week 14 - Nature

- April 20
Bell, M. (2012). *An invitation to environmental sociology*. Thousand Oaks, Calif: Pine Forge Press, Ch. 8: The human nature of nature.

- April 22

DUE

Short Paper #3

Using FADS, find out consumption patterns of one or more food item in the US in recent decades. Explain the patterns.

Cronon, W. (January 01, 1996). The Trouble with Wilderness: Or, Getting Back to the Wrong Nature. *Environmental History*, 1, 1, 7-28.

Week 15 - Climate change

- April 27
Roberts, J. T., & Parks, B. C. (2007). *A climate of injustice: Global inequality, North-South politics, and climate policy*. Cambridge, Mass: MIT Press, Ch. 2: A model of North-South (non-)cooperation.
- April 29
Magdoff, F., & Foster, J. B. (2011). *What every environmentalist needs to know about capitalism: A citizen's guide to capitalism and the environment*. New York: Monthly Review Press, Ch. 5: Can capitalism go green?.

Week 16 - Plenitude

- May 4
McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books, Ch. 5: The durable future.
Schor, J. (2010). *Plenitude: The new economics of true wealth*. New York, N.Y: Penguin Press, pp. 1-7.
- May 6 (Exam #3)

Week 17 - Exam period

- May 11

DUE Final Paper

#The End#