

Introduction to Community and Environmental Sociology

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Classroom: Agricultural Hall 10
Lectures: Tues/Thurs 11-12:15
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Course Description

Many of our most pressing social and environmental problems result from often invisible ideological, economic, and political structures. The goal of this course is to make these hidden patterns visible and explore how we can work together to solve them. Some major drivers we discuss are globalization, economic growth, market concentration, technological change, the media, and market commodification of activities that used to be done by families and communities. We investigate the dynamics of local, regional, and global communities and environments, and how distant communities are inter-connected. Some topics we will cover include environmental justice, climate change, energy systems, local food systems, work, trust, happiness, out-sourcing and immigration. An important theme running through this course is the concept of sustainability; we are especially interested in understanding some of the successful models for and obstacles to promoting community and environmental sustainability and resiliency. Throughout the course, we explore ways to create a more just, sustainable, and happier future.

Learning Objectives

- 1) Develop critical thinking skills
- 2) Perceive the social structures behind community and environmental outcomes.
- 3) Understand major theories of community and environmental sociology and be able to identify examples from your own life and from primary and secondary sources.
- 4) Learn the vocabulary you need to discuss these issues articulately and with precision.
- 5) Become familiar with relevant historical processes.
- 6) Understand sociological methodology and epistemology (how do we know “the truth”?).
- 7) Understand theories of social movements and social change; know some history of resistance; identify current opportunities for social change.
- 8) Improve your oral and written communication skills.
- 9) Develop lifelong learning skills.

Course Activities¹

Reading

Preparing for class is extremely important. The quality of the class discussion and your ability to learn the material are utterly dependent upon completing the readings BEFORE CLASS. I do not lecture from the readings, but rather we base our class and small group discussions on them. It is vital that you take some time at the beginning of the semester and each week to schedule your time so you can finish **all readings for every class before class**. I have very carefully selected the readings based on the principle of quality not quantity.

Required texts

- 1) Bell, Michael Mayerfeld and Loka L. Ashwood (2016). *An Invitation to Environmental Sociology (5th Edition)*. Sage.
- 2) Schor, Juliet B. (2010). *True Wealth: How and Why Millions of Americans are Creating a Time Rich, Ecologically Light, Small-Scale, High-Satisfaction Economy*. Penguin.
- 3) Desmond, Mathew (2016). *Evicted*. Crown.

These books are available at A Room of One's Own (315 W Gorham St). You should be able to find used copies online as well. Make sure you purchase the 5th edition of *Bell and Ashwood*. *True Wealth* is available through the Ebook library (EBL) in the UW-Madison library system, under its original title, "*Plenitude: the new economics of true wealth*". *Evicted* is available for free through Go Big Read. There are coupons in the CES student lounge (3rd floor of Ag Hall). I will also bring coupons to class.

Additional readings are available through **Canvas** and a course reader will be on file by the end of week 1 at Student Print, for you to order (allow 2 business days).

Class Sessions

Attending class sessions is critical to your success in this course. The final exam will include material not in the readings. Class discussion and small-group activities are a vital component of your learning, and you are expected to participate enthusiastically in class, offering a contagious influence on your fellow students.

Classroom etiquette: To ensure that the classroom environment is conducive to learning, please follow these rules:

- Arrive at least 4 minutes before class starts.
- If you need to leave early, please let me know in advance as a curtesy and sit in a location where it will be easy to quietly leave the room.
- Turn off cell phones and keep them completely out of sight.
- Computers (laptops, tablets, etc.) are not allowed in class (there is solid research suggesting that they detract from learning in several ways, including 1) distracting the user and surrounding students and 2) writing notes by hand enhances learning).
- Hold side-conversations and discussions until after class.

¹ All dates and activities may be changed at the discretion of the instructor to best serve class needs.

Assessment

- 1) **Pop Quizzes/attendance** – You will get a quiz on half of the class meetings after the first week of classes (30 eligible classes). Attendance will be taken on the other days. Quiz days were randomly selected. You can miss 4 days of quizzes or attendance without being penalized, so there are 26 graded days. I would save these allowable misses for when you really need to take a sick day. If you arrive late or miss more than 4 classes, there will not be another opportunity to recover these points. The total quiz/attendance points is 15. Of the 15 total points, half is given for attendance and half for quiz performance (pass/fail).

- 2) **Annotated bibliography:** Using “*How to Read a Book or Article*” as a rough guide, maintain an annotated bibliography that includes all class readings. An annotated bibliography is a document that lists full citations, as a normal bibliography would, but also includes several paragraphs about each source right after the citation (so they go citation – annotation – citation – annotation – etc.). The point of this semester-long assignment is 1) to get you in the habit of allocating time after reading to reflect on the article and think more deeply about its significance (**writing is a tool for thinking!**), 2) to make notes for your future self, who may want a quick reference of what you have read in the past, and 3) to develop this useful professional skill. This will require budgeting enough time to read and annotate. Personally, my annotations range quite a bit, but tend to be about 250-500 words per source. You can write as much or as little as you want about each source, but you must write something about each source and the total word count per class day should be at least 250 words for all sources together (you will likely find this insufficient for multiple sources, but that is the minimum to receive credit). If you only write 250 words, they had better be quite well used! Before each class, copy and paste that day’s citations and annotations into Canvas. Your annotation will typically include a summary of the main point or points of the article, the author’s evidence, the genre and main rhetorical strategy, the author’s assumptions, and your opinions and/or personal reactions to the piece. The annotated bibliography will be graded for clarity, accuracy of description, and insightfulness of reflection. Your annotations for each class’s readings should be submitted through Canvas 1 hour before each class. Late annotations will not receive credit.

- 3) **Reference software:** Starting with the first readings, you will set up a bibliographic software system (e.g., End Note, Mendeley <https://www.mendeley.com/downloads> , Zotero – the latter two are free) that you use to organize the readings for this course for your future reference and use. There are many advantages to using a reference management software; one is that you can install Cite-while-you-write type add-ons to Word that allow you to directly cite a source in your text and automatically create the corresponding bibliography. The reference management system will be graded based on completeness and submitted before classes 5 and 31. To submit, upload screenshots into Canvas, as described in the Canvas assignment.

- 4) **The power of the media:** As part of this class, students read/listen/watch the news media regularly. The purpose of this assignment is 1) to understand the central role of the media in influencing our beliefs, attitudes, and values about our communities and the environment, and 2) to think about current events through the lens of class topics.
 - a. Part I – Each class will feature a different news source that we all attend to together. Students are expected to read/listen/watch at least 2 news stories per news source—one of these should be on your selected environmental issue (see below) and the other can be anything from that

day's news. Every Friday by midnight, you will submit written reflections on the four articles (minimum 100 words per article). So, all together, each week: read/skim two articles on your environmental topic, one from each of the two sources for the week, and read/skim two additional articles on any topic, one from each of the two sources. Consider addressing at least several of the following questions:

The article: What is the article about? What is the rhetorical strategy? What ideological work is the article doing (what discourses and narratives are being advanced, whose interests are being privileged and valued and whose are being subjugated or devalued, what groups are validated and what groups are being disrespected)?

The source: What is the company's mission? What is the company's profit/financial strategy? Who is the audience? What aspects of the page convey meaning besides the stories themselves (e.g., photographs, advertisements, etc.)? What kinds of stories do they carry (original reporting, synthesis/analysis, opinion, etc.)? Is there evidence that the company has a particular ideology? What is being accomplished by the media source (for example, Wikinews is accomplishing an experiment in a new paradigm of news reporting; why would they do this? is it effective?)? What effect is this news source or this kind of news source having on our society? What about our society is it responding to?

Due through Canvas by midnight on Fridays. Late reflections will not receive credit.

- b. Part II – Media reflection paper: In the first week of class, each student will pick an environmental issue to follow in the news (you can change topics through week three). My advice is to pick a really prominent issue that all or most sources will have articles about. At the end of the semester, you will write a 1200-1500-word paper exploring this environmental issue through the lens of class themes and addressing the extent to which these themes are represented or addressed in the media. The precise paper assignment will be distributed later in the semester. This is basically an original research project in which the data are the news stories you read/hear/watch.

For each media source each week, give preference to the most recent story about your topic. If there are no recent articles on your topic, try searching for a topic that your specific issue is a sub-topic of. (E.g., antibiotics in industrial agriculture is a sub-topic of animal agriculture, agriculture, farming, food, and antibiotic resistance.) The amount of coverage a source gives to your topic is itself an interesting finding to analyze; what does this tell you about that media source? If there simply are no recent articles on your topic, then 1) briefly discuss why this might be and 2) find an article related to a higher-level topic and describe what it might imply about your topic.

You must submit a rough draft to Canvas and to the writing center ahead of the due date and meet with a consultant (be sure to make your appointment well ahead of time).

<http://www.writing.wisc.edu/Individual/MakeAnAppointment.html>

5) Mid-term paper: Assignment forthcoming. Requires rough draft to writing center.

6) Final Exam: There will be one 2-hour cumulative final exam, scheduled during final exam period. It will cover lectures, class discussion, readings, and films. Make-up examinations will be given at the discretion of the instructor, and ONLY in cases of emergency or illness.

General notes on writing assignments: All of our assignments are in word counts rather than page numbers. I will not read beyond the assigned word count. As you would do in a grant application, company report, or newspaper editorial, you want to make your message as powerful as possible within the word count limitation. Typically, this means writing a first draft exceeding the word count limit and then editing down to make your message clear and concise. **Your writing assignments will be graded based on: a) clarity and originality of ideas; b) use of concepts and themes from readings and class; 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). Late papers will be penalized (5% per day for up to three days), and papers will not be accepted more than 3 days late.

Students-helping-students This class is a cooperative learning community. Please consider the hard work you put into preparing for class as contributing to everyone’s learning experience. Please consider making yourself available to other students if they request your help.

Grading

None of the grades in this class are determined by a curve. It is my hope that you all will receive A’s. However, in the past, the distribution of grades has usually followed a typical distribution with a handful of A’s, more B’s and C’s and a few D’s and F’s. I take fairness in grading very seriously. If you have any questions about how an assignment will be graded, please post them on the discussion board on the class webpage as early as possible.

	Date due	Points
Annotated bibliography	Annotated bibliography entries are due 30 minutes before each class.	20
Reference management	Reference manager documentation due on class #5 and class #29.	5 (2.5 pts each)
Pop quizzes/attendance	Ongoing	15 (50% for attending class; 50% for passing quizzes on a randomly chosen half of the classes.)
News media weekly reflections	Due on Fridays by midnight	5
Mid-term paper (1300-1500 words; 5 d.s. pps)	Rough draft due to writing center and me by midnight on Monday after class #12; Final draft due by midnight on Monday after class #16	20 (5 & 15)
Media reflection paper (1300-1500 words; 5 d.s. pps)	Rough draft due to writing center and me on the Monday after class #26; Final draft due Monday after class #30.	15 (2 & 13)
Final exam	May 11 (Thursday) 10:05AM - 12:05PM	20
	TOTAL	100

Final grades 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%

A note on Academic Honesty: Unfortunately, I have caught students plagiarizing and cheating, and it is a horrible experience both for them and for me. They feel guilty, often cry, and can end up failing the course and getting a note in their permanent school record. So PLEASE don't cheat (including plagiarizing). It is each student's responsibility to become familiar with the University's policies regarding academic honesty and misconduct. (See <https://students.wisc.edu/student-conduct/academic-integrity/>) On this website you can find a clear definition of academic misconduct and an explanation of plagiarism. Knowledge of these rules is your responsibility; lack of familiarity with the rules does not excuse misconduct. You should also read through the disciplinary sanctions for academic misconduct. The University takes academic misconduct very seriously. More importantly, learning to accept yourself as you are and find honest success throughout your life is a vital lesson.

Miscellaneous

Accommodations. If you require alternative arrangements due to a disability or religious observances, or for any other reason, please contact me as soon as possible in order to discuss appropriate and helpful accommodations. Students will not lose attendance points when they are absent from class to observe religious holidays. If you will be missing a class due to a religious holiday, you need to notify me in writing no later than the end of the second week of the course so that this absence will not count against you.

Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks.

Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

Instructor's Office Hours: I strongly encourage all of you to visit my office hours to talk about life and class ideas. If you can't make the official time, please email me to make an appointment. If you miss class, please do not use office hours to discuss material or information that was conveyed during class, but rather get this information from another student. If you still have questions, I'd love to chat.

Course Schedule

1	Tues	Jan	17	<p style="text-align: center;"><u>Overview of the course. Course goals. How to do well.</u></p> <p>Read: This syllabus (the whole thing)</p>
2	Thurs	Jan	19	<p style="text-align: center;"><u>Community, in the biggest sense</u></p> <p>Read: “How to Read a Paper or Article”</p> <p>Read: Wirth, K. R., & Perkins, D. (2010). <i>Learning to Learn</i>.</p> <p>Read: Mills, C. W. (1959). The Promise. In <i>The Sociological Imagination</i>.</p> <p>Skim: Lustig, R. H. (2012). Personal Responsibility versus the Obese Six-Month-old. In <i>Fat Chance: Beating the Odds Against Sugar, Processed Food, Obesity, and Disease</i>. Penguin.</p> <p>Skim: O’Connor, A. (2016). How the Sugar Industry Shifted Blame to Fat - The New York Times. <i>New York Times</i>, pp. 1–5.</p> <p>Optional: Rockström, J., Steffen, W., Noone, K., Persson, Å., F. Stuart Chapin, I., Lambin, E. F., ... Jonathan A. Foley. (2009). A safe operating space for humanity. <i>Nature</i>, 461(September).</p> <p>Media: The Colbert Report (read/skim at least 2 stories).</p> <p>Due by Friday at midnight: Media journal topic (submit through Canvas)</p>
3	Tues	Jan	24	<p style="text-align: center;"><u>Community/Individualism</u></p> <p>Read: Putnam, R. D. (1995). Bowling Alone: America’s Declining Social Capital. <i>Journal of Democracy</i>, 6(1).</p> <p>Read: OECD. (2007). What is social capital. In <i>OECD Insights: Human Capital: How what you know shapes your life</i> (pp. 102–105).</p> <p>Read: Aesop’s Fables.</p> <p>Read: Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., & Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. <i>Science</i>, 284(5412), 278–282</p> <p>Optional: Bourdieu, P. (1986). The forms of capital. <i>Handbook of Theory and Research for the Sociology of Educations</i>, (1), 1–19.</p> <p>Optional: Sander, T. H., & Putnam, R. D. (2010). Still Bowling Alone?: The Post-9/11 Split. <i>Journal of Democracy</i>, 21(1), 9–16.</p> <p>Media: Le Monde Diplomatique (read/skim at least 2 stories)</p> <p>Due 30 mins before class: Annotated bibliography entry for Putnum, OECD, Aesop, and Ostrom (min 250 words for all together, but feel free to write more). (Due 30 mins before every class hereafter)</p>
4	Thurs	Jan	26	<p style="text-align: center;"><u>Growth, Community, and Environment</u></p> <p>Read: McKibben, B. (2007). After Growth. In <i>Deep Economy</i>. St. Martin’s Griffin.</p> <p>Media: Wikinews (read/skim at least 2 stories)</p> <p>Due Friday by midnight: Media journal. (Due every Friday hereafter)</p>
5	Tues	Jan	31	<p style="text-align: center;"><u>Growth, Community, and Environment</u></p> <p>Read: Schor, Preface and Ch1</p> <p>Media: http://www.breitbart.com/</p> <p>Due: Bibliographic reference management for readings so far.</p>
6	Thurs	Feb	2	<p style="text-align: center;"><u>Consumption</u></p> <p>Read: Schor, Ch.2</p>

				Media: New York Times (read/skim at least 2 stories)
7	Tues	Feb	7	<p style="text-align: center;"><u>Treadmill of Consumption</u></p> <p>Read: Bell and Ashwood, Ch.2 Media: BuzzFeed (read/skim at least 2 stories)</p>
8	Thurs	Feb	9	<p style="text-align: center;"><u>Treadmill of Production</u></p> <p>Read: Bell and Ashwood, Ch.3 Media: http://www.pravdareport.com/</p>
9	Tues	Feb	14	<p style="text-align: center;"><u>Globalization</u></p> <p>Read: Stiglitz, J. (2002). Globalism's Discontents. <i>American Prospect</i>, (December), 1–8. Read: Dollars & Sense. (2006). The ABCs of the Global Economy. <i>Dollars and Sense: The Magazine of Economic Justice</i>. Read: Smith, C. (2012). A Brief Examination of Neoliberalism and Its Consequences. Media: The Economist (read/skim at least 2 stories)</p>
10	Thurs	Feb	16	<p style="text-align: center;"><u>Population and Development</u></p> <p>Read: Bell and Ashwood, Ch. 5 Media: The Real News (read/skim at least 2 stories)</p>
11	Tues	Feb	21	<p style="text-align: center;"><u>Catch-up day</u></p> <p>Read: Sections from <i>Boom, Bust, Exodus</i> No quiz. Media: Local city or town paper in county with greater than Cook R+25 https://en.wikipedia.org/wiki/Cook_Partisan_Voting_Index#By_congressional_district</p>
12	Thurs	Feb	23	<p style="text-align: center;"><u>Boom, Bust, Exodus</u></p> <p>Read: Sections from <i>Boom, Bust, Exodus</i> Media: Local city or town paper in county with greater than Cook D+25 Due: Rough draft of mid-term paper due to writing center and Canvas by <u>MONDAY</u></p>
13	Tues	Feb	28	<p style="text-align: center;"><u>Walmart</u></p> <p>Read: Fishman, C. (2006). The Wal-Mart Effect and a Decent Society: Who Knew Shopping Was So Important? <i>Academy of Management Perspectives</i>, 20(3), 6–25. Skim: Gereffi, G., & Christian, M. (2009). The Impacts of Wal-Mart: The Rise and Consequences of the World's Dominant Retailer. <i>Annual Review of Sociology</i>, 35(1), 573–591. Media: NPR (listen (online if preferred) to at least 2 stories)</p>
14	Thurs	Mar	2	<p style="text-align: center;"><u>The Changing Structure of Work</u></p> <p>Read: Kantor, J. (2014). Working Anything but 9 to 5: Scheduling Technology Leaves Low-Income Parents With Hours of Chaos. <i>The New York Times</i>. Read: Giridharadas, A. (2014). Inequality measured by services. <i>The New York Times</i>.</p>

				<p>Read: Kalleberg, A. (2011). Job Quality in the U.S. In <i>Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s</i>. Russel Sage.</p> <p>Media: The Glenn Beck Program (at least 2 stories)</p>
15	Tues	Mar	7	<p style="text-align: center;"><u>Catch-up day</u></p> <p>Read: Sections from <i>Evicted</i></p> <p>Media: Fox News (watch at least 2 stories)</p>
16	Thurs	Mar	9	<p style="text-align: center;"><u>Home</u></p> <p>Read: Sections from <i>Evicted</i></p> <p>Media: Grist.org</p> <p>Due: Mid-term paper due to Canvas by midnight on <u>Monday</u></p>
17	Tues	Mar	14	<p style="text-align: center;"><u>Environmental Justice</u></p> <p>Read: U.S. Commission on Civil Rights. (2003). What Is Environmental Justice? In <i>Not in My Backyard: Executive Order 12,898 and Title VI as Tools for Achieving Environmental Justice</i> (p. 194).</p> <p>Optional: Paul Mohai, David Pellow, and J. Timmons Roberts (2009). Environmental Justice. <i>Annual Review of Environment and Resources</i> Vol. 34: 405-430</p> <p>Media: The Washington Post (read/skim at least 2 stories)</p>
18	Thurs	Mar	16	<p style="text-align: center;"><u>Food and Environment</u></p> <p>Read: Gliessman, S. (2015). The Need for Sustainable Food Production Systems. Chapter 1 in <i>Agroecology: The Ecology of Sustainable Food Systems</i> (3rd ed.). Taylor and Francis.</p> <p>Optional: Gliessman CH.2</p> <p>Media: CSPAN (at least 2 stories)</p>
<u>Spring Break (3/18-3/26)</u>				
19	Tues	Mar	28	<p style="text-align: center;"><u>Food Security/Sovereignty</u></p> <p>Read: Carolan, <i>Cheap Food</i> Ch 4</p> <p>Optional: Bello, W. (2008). Manufacturing a Food Crisis. <i>Nation</i>, 286, 16–21.</p> <p>Optional: Roman-Alcala, A. (2013). From Food Security to Food Sovereignty. <i>Civil Eats</i>.</p> <p>Media: The Wall Street Journal (read/skim at least 2 stories)</p>
20	Thurs	Mar	30	<p style="text-align: center;"><u>Food Ideology</u></p> <p>Read: Gliessman, Ch. 24</p> <p>Read: Kahan, D., E. Peters, M. Wittlin, P. Slovic, L. L. Ouellette, D. Braman, and G. Mandel (2012). The polarizing impact of science literacy and numeracy on perceived climate change risks. <i>Nature Climate Change</i>, 2(October).</p> <p>Media: Reddit (read/skim at least 2 stories)</p>
21	Tues	Apr	4	<p style="text-align: center;"><u>Ideologies of community and environment</u></p> <p>Read: Bell and Ashwood, Ch. 7</p> <p>Media: Twitter (read/skim at least 2 stories)</p>
22	Thurs	Apr	6	<p style="text-align: center;"><u>Political Polarization</u></p> <p>Read: Klein, N. (2014). The Right is Right. In <i>This Changes Everything: Capitalism vs. the Climate</i>. Simon & Schuster.</p>

				Optional: Klein, Introduction and Ch. 2 Media: Gawker (read/skim at least 2 stories)
23	Tues	Apr	11	<p style="text-align: center;"><u>Economic myths</u></p> Read: Schor, Ch.3 Read: Gertner, J. (2010). The Rise and Fall of the G.D.P. <i>The New York Times</i> . Media: PBS (watch at least 2 news stories)
24	Thurs	Apr	13	<p style="text-align: center;"><u>Resistance (ideology)</u></p> Read: Bell and Ashwood, Ch. 11 Skim: Mead, J. (2017). Why Millennials Aren't Afraid of Socialism. <i>The Nation</i> . Media: Yik Yak (read/skim at least 2 stories)
25	Tues	Apr	18	<p style="text-align: center;"><u>Resistance (action)</u></p> Read: Schor, Chs. 4 & 5 Media: MSNBC (watch at least 2 news stories)
26	Thurs	Apr	20	<p style="text-align: center;"><u>Resistance (action)</u></p> Read: White, M. M. (2011). D-Town Farm: African American Resistance to Food Insecurity and the Transformation of Detroit. <i>Environmental Practice</i> , 13(4). Read: Jones, V. (2008). The Green New Deal. In <i>The Green Collar Economy</i> . Harper One. Media: The Guardian (read/skim at least 2 stories) Due on MONDAY 4/24: Draft of Media reflection paper to Writing Center and Canvas by midnight Monday
27	Tues	Apr	25	<p style="text-align: center;"><u>The Organic Movement</u></p> Read: Obach, <i>Organic Struggle Ch.1</i> Media: The Financial Times (read/skim at least 3 articles)
28	Thurs	Apr	27	<p style="text-align: center;"><u>Agroecology</u></p> Read: Gliessman, Ch. 22 Read: Gliessman, Ch. 25 Optional: Gliessman, Ch. 23 Media: The Ed Schultz Show (at least 2 stories)
29	Tues	May	2	<p style="text-align: center;"><u>Governance</u></p> Read: Bell and Ashwood. Ch.12 Media: Aljezeera.com (read/skim at least 2 stories) Due: Reference manager documentation
30	Thurs	May	4	<p style="text-align: center;"><u>Review Session</u></p> No reading. Media: Slate (read/skim at least 2 stories) Due on MONDAY 5/8: Media reflection paper due by midnight on Monday

Other important new sources to be familiar with and understand (if you are curious; not required):

Elite Daily, BBC, Upworthy, Vice, ABC News, CBS News, NBC News, CNN, USA Today, Google News, Bloomberg, Yahoo News, The Christian Science Monitor, Channel 3, Channel 15, America.Aljezeera.com, Daily Kos, Christian Coalition of America, India Times, Huffington Post, Wisconsin State Journal, Milwaukee Journal Sentinel, The Independent, Facebook, AlterNet, the National Review, Greenwire, E&E News, High Country

News, Fake news sites: The Rightists, The Denver Guardian, The Conservative Daily Post, Fact checks: Politifact.com, Vox.com

Characteristics of Successful Students

Below are two tables excised from the Wirth and Perkins (2010) reading. I would consider printing them out and pinning them somewhere where you will see them frequently. These are relevant not only for college students, but for life-long learners, which all professionals need to be.

Table 6. Behavioral dimensions of grades and characteristics of outstanding and average students (modified from Williams, 1993).

Behavioral Dimension	“A” or Outstanding Student	“C” or Average Student
1. Attendance (commitment)	Nearly perfect attendance; rare excused absences except for other scheduled conflicts; make prior arrangements for missed content	Sometimes comes to class late; occasional absences from class are rarely excused; frequently puts other priorities ahead of course
2. Preparation	Well-prepared; readings and assignments completed before class with great attention to detail; rarely misses deadlines; retains information from the course and makes connections with past learning	Readings and assignments completed in a timely, but perfunctory manner with little attention to detail or further contemplation; work often appears to be “draft” quality
3. Curiosity	Has a motivating purpose; inquisitive; asks thoughtful questions and is an active participant in classroom discussions; makes the extra effort to learn more and connect with other aspects of education or life	Uninterested in subject material and class; participates in class and projects without enthusiasm; exhibits only modest interest in subject matter
4. Attitude (dedication)	Has a winning attitude and shows responsibility, motivation and determination to succeed; enjoys and values learning; listens to feedback and acts on it	Rarely does more than required; Seldom shows initiative; defensive about feedback and unwilling to accept responsibility; perceive themselves as victims
5. Talent (ability)	Possesses special talents such as exceptional intelligence, unusual creativity, or outstanding commitment that are evident to the instructor	Can have greatly varying natural talent; some students are quite talented, but lack organization or motivation; others are motivated, but lack special aptitude
6. Retention	Learns concepts rather than memorizes details so better able to connect past learning with present material	Tries to memorize facts at the last minute rather than learn concepts; makes few conscious efforts to connect new learning with past knowledge
7. Effort (time commitment)	Reads, studies, and thinks about course subject on a regular basis; begins assignments and projects well before deadlines; often willing to devote extra time and effort when needed; attention to detail; seeks out instructor outside of class	Does not develop a regular system for studying and doing assignments; frequently begins readings and assignments at the last minute; rarely willing to devote time necessary to develop deeper understanding
8. Communication Skills	Speaks confidently and writes well; presentations and documents are well-conceived, well-prepared, and informative	Presentations and written work lack organization and clarity; papers are generally draft quality requiring extensive re-writing to be effective; quality of content limited by poor communication skills
9. Results (performance)	Exams and papers are always of the highest quality (among the highest in a class); contributions in the classroom are significant and insightful; work demonstrates critical thinking	Products are mediocre or inconsistent in quality; writing and speaking indicates only a cursory understanding rather than a mastery of material

Table 7. Characteristics of successful and struggling students (from Cuesta College, 2003)

<i>Successful Students</i>	<i>Struggling Students</i>
Accept personal responsibility for creating the outcomes and quality of their lives	See themselves as victims, believing for the most part that what happens to them is beyond their control
Discover a motivating purpose, characterized by personally meaningful goals and dreams	Have difficulty choosing a purpose and often experience depression and/or resentment about the meaninglessness of their lives
Consistently plan and take effective actions in pursuing their goals and dreams	Seldom identify the specific actions needed to accomplish a task, and when they do, they tend to procrastinate
Build mutually supportive relationships that assist them in pursuing their goals and dreams	Are solitary, seldom requesting, even rejecting offers of assistance from legitimate resources
Gain heightened self-awareness, developing empowering beliefs, attitudes, and behaviors that will keep them on course	Are slaves of disempowering life scripts that carry them far off course
Become life-long learners, finding valuable lessons in nearly every experience they have	Tend to resist learning new ideas and skills, often viewing learning as drudgery rather than mental play
Develop emotional maturity, characterized by optimism, happiness, and peace of mind	Live at the mercy of their emotions, having success hijacked by anger, depression, anxiety, and a need for instant gratification
Believe in themselves, feeling capable, lovable, and unconditionally worthy as human beings	Doubt their personal value, feeling inadequate to accomplish meaningful tasks and unworthy to be loved by others or themselves