

# University of Wisconsin-Madison



Romare Bearden, The Block, 1971

## Introduction to Community & Environmental Sociology Community & Environmental Sociology 140 Fall 2019

### Class Information:

TR 11-11:50

Location: Animal Sciences 212

Class email list: [cesoc140-1-f19@lists.wisc.edu](mailto:cesoc140-1-f19@lists.wisc.edu)

3 credits, S-I, Prerequisites: None

Canvas URL: <https://canvas.wisc.edu/courses/165220>

### Professor:

Jane Collins ([jcolli1@wisc.edu](mailto:jcolli1@wisc.edu))

Office: 312 Agricultural Hall

Office Hours: TR 2:30-3:30

by appt is best (sign up using Canvas Scheduler)

### Teaching Assistant:

Elisa Avila ([eavila3@wisc.edu](mailto:eavila3@wisc.edu))

Office: 308 Agricultural Hall

Office Hours: M 1:30-3:30

by appt, use Canvas Scheduler

### Discussion Sections:

DIS 301 T 9:55-10:45 38 Ag Hall

DIS 303 R 1:20-2:10 38 Ag Hall

DIS 305 T 8:50-9:40 10 Ag Hall

DIS 306 R 2:25-3:15 155 Van Hise

**Course Description:** Sociological examination of the linkages between the social and biophysical dimensions of the environment. Key topics include community organizing, local food systems, energy transitions, environmental justice, resource dependence, and sustainable development. Gateway to advanced courses in sociology.

**Overview:** 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 new forms of global connection 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. Some key questions that we will discuss are: "Which kinds of problems can be solved at the individual level and which require 'community' solutions?" "Is economic growth necessary

for well-being?” “Can projects organized at the community level survive and thrive in a global economy?” and “How does a complex society resolve problems of distribution and inequality?” A key theme of the course will be the interconnectedness of events and processes unfolding in different parts of the world.

### **Learning Objectives:**

- Understand how social science arguments are constructed and evaluated.
- Learn and practice core elements of sociological reasoning, including making connections between a social phenomenon and its larger context; evaluating the “situated” nature of knowledge; and recognizing the paradigms, or knowledge frameworks, that structure our thinking about social issues.
- Gain experience critically evaluating various sources of knowledge and data about social issues.
- Become familiar with key concepts such as: “community,” “development,” “growth,” “economic security,” “environmental justice,” “sustainability,” “globalization,” and “neoliberalism;” learn 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.
- Become familiar with important actors in the social processes that affect our communities and environment, including government, corporations, transnational institutions and social movements; also learn about historical shifts in the relationships among these actors.
- Develop skills and frameworks for analyzing how social processes disparately affect different groups of people.
- Make connections between sociological theories and concepts and your own experiences.

**Course Organization.** To accomplish these goals, the course is divided into four sections. In the first section on the “sociological imagination,” we will discuss sociology’s basic logic and tools. The next two sections, on “community” and “environmental sustainability” discuss how sociologists approach those two topics—how they conceptualize and study community and environment. The remainder of the course focuses on “challenges to sustainable community,” examining contemporary cases of communities responding to economic globalization and environmental change, including: movements for food security and sovereignty; environmental justice campaigns; responses to climate change; attempts to create local economic integration; responses to changing labor markets; and the challenges posed by migration.

**Instructional Mode and Credits.** This class meets for two 50-minute face-to-face lectures each week, with one 50-minute discussion section and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 6 hours outside of the classroom each week.

**Participation.** The quality of your 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 post power-point slides on CANVAS after each lecture. Remember that the material covered in the lecture is not the same as what you will find in the readings. You will not be able to do well in this course unless you attend lectures AND do readings. While this is a large class, I encourage debate during lecture based on careful reading of materials and we will work to cultivate an environment of respect for one another’s views.

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). Section is meant to be a low-stakes learning environment where you can practice ideas and learn about good writing and argumentation, so you will not be graded on activities there, except for attendance. Students will not lose points when they are absent to observe religious holidays or have a doctor's excuse.

**Books/Readings:**

1. Schor, Juliet, *True Wealth*.
  2. Miraftab, Faranak, *Global Heartland*.
- Books are available at University Bookstore and other locations.
3. Other assigned readings are available on CANVAS.

**Assignments**

**I. Response papers (4). 100 points**

There are **FOUR 400-word** response papers. Each paper is worth 25 points for a total of 100 points. Response papers are due by class time on the day assigned (upload to CANVAS). These papers are opportunities to develop your "sociological imagination" by applying class concepts to your own experience. While there will be specific grading rubrics for each paper, in general they will be evaluated based on: 1) clarity and originality of ideas; 2) use of concepts and themes from readings; 3) logic and argument; 4) writing style and technical aspects of presentation (such as grammar, citations, spelling).

**Response paper due dates:**

For general information on good writing see the **UW Writing Center** website ([www.wisc.edu/writing](http://www.wisc.edu/writing)) or visit the Writing Center in 6171 Helen C. White (also satellite locations).

**Late Papers.** If you have an emergency and are unable to complete your assignment on time, please let me know immediately and I will consider an extension. Otherwise you will lose points (5 per day) for lateness.

<b>II. Exams</b>	<b>Midterm 1</b>	<b>100 points</b>
	<b>Midterm 2</b>	<b>100 points</b>
	<b>Midterm 3</b>	<b>100 points</b>

**Make-up Exam Policy**

If you have a compelling emergency and if you make a request before the exam, I will attempt to find a time for a make-up exam.

**Total value of all assignments: 400 points**

**Grading Scale**

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

**Grade Complaints:** If you have questions about a grade, speak to your TA or to me first. If the question is not resolved, speak with the Chair of Community & Environmental Sociology, Michael Bell, who will seek to resolve the issue and inform you of the appeals procedure if no resolution is reached.

**Suggestions for doing well in this course:**

- Keep up with the readings, and do the assigned readings **before** they are discussed in class.
- 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.
- 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.
- 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. If you must miss class, get class notes from another student whom you trust to be a good note-taker. There is now considerable empirical evidence that taking notes by hand leads to much greater retention than using a laptop, so you might consider adopting this practice.  
<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
- Attend office hours. Both your TA and I are glad to meet with you in our offices outside of class. If you cannot attend scheduled office hours, let us know and we will find another time.
- Form a study group.

**Academic Integrity:** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

More information on source citation: [www.wisc.edu/writing/Handbook/Acknowledging\\_Sources.pdf](http://www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf).

**Accommodations:** I wish to include fully any students with special needs in this course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Faculty and students share responsibility for reasonable accommodations for students with disabilities. Students should inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you, or in coordination with the McBurney Center, to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Student Rights and Responsibilities:** Every member of the University of Wisconsin–Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities. UWS Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to uphold and describes the procedures used when students are accused of misconduct. Chapter 17 also lists the possible responses the university may apply when a student is found to violate policy. The process used

to determine any violations and disciplinary actions is an important part of UWS 17. For the complete text of UWS Chapter 17, see [this link](#), or contact the on-call dean in the Dean of Students Office, 608-263-5700, Room 70 Bascom Hall.

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

**Student Grievance Procedure:** Any student at UW–Madison who feels that he or she has been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment.

Each school or college has a procedure to hear grievances. Generally, the process involves an informal attempt to solve the problem, if appropriate. If not, more formal proceedings can be undertaken until a resolution is reached. Advisors and school or college offices have detailed information. For assistance in determining options, students can contact the on-call dean in the Dean of Students Office, 608-263-5700, Room 70 Bascom Hall, Monday–Friday, 8:30 a.m.–4:30 p.m.

Academic Calendar and Religious Observances: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

**Seeking Assistance:** A student can seek help at many places on campus, for both personal and academic problems. For answers to general questions on many topics, a good place to start is [Ask Bucky](#), which is an excellent general referral service.

For personal problems, Counseling Services, a unit of [University Health Services](#), offers a variety of individual, group and couple counseling services. Experienced counselors, psychologists, and psychiatrists are available to assist students in overcoming depression and managing anxiety, and in developing self-awareness and understanding, independence, and self-direction. The counseling staff is experienced and sensitive to students of diverse cultural and ethnic backgrounds. Counseling Services is located at 333 East Campus Mall; 608-265-5600. In addition, an on-call dean in Student Assistance and Judicial Affairs is usually available by telephone (608-263-5700) or on a walk-in basis (75 Bascom Hall) Monday–Friday, 8:30 a.m.–4:30 p.m.

For academic problems, many places can offer help. The student should first discuss the problem with the professor or TA. If the problem is not resolved at that time, the student can speak with an academic advisor or the chair of the department. If further assistance is needed, the student should contact one of the academic deans in the school or college.

**Diversity and Inclusion:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

## Course Schedule

DATE	TOPIC	READINGS AND READING QUESTIONS
	<b>PART 1</b>	<b>WHAT IS THE SOCIOLOGICAL IMAGINATION?</b>
Sep 5	<b>Introduction to Course</b>	<i>What is Community and Environmental Sociology? Course goals. Concepts and approaches.</i>
Sep 10	<b>Developing a Sociological Toolkit</b>	C. Wright Mills, "The Promise" Emile Durkheim, "What is a Social Fact?" Charles Lemert, excerpt from <i>Social Things</i>  <i>What exactly is the sociological imagination? What factors does it connect? What is a social fact? How is sociological knowledge shaped by our social situation and experiences?</i>
	<b>PART II</b>	<b>WHAT DO WE MEAN BY COMMUNITY?</b>
Sep 12	<b>Defining Community</b>	Cornelia Flora and Jan Flora, "The Concept of Community" Robert Putnam, "The Prosperous Community: Social Capital and Public Life"  <i>How is the meaning of community changing? What kinds of activities do we still organize communally? What communities are you part of? What is social capital and how does Putnam say it matters?</i>
Sep 17	<b>Community and the Persistence of Inequality</b>	Eduardo Bonilla Silva, "The Strange Enigma of Race in Contemporary America," pp. 1-11 Michael Omi and Howard Winant, "Racial Formation" Judith Shklar, Intro to <i>American Citizenship: The Quest for Inclusion</i>  <i>What is the "enigma of race" that Bonilla is discussing? What are key features of color-blind racism? What is a racial formation and how does it shape our daily activities? Why does Shklar argue that work is so central to American conceptions of the citizen?</i>

Sep 19	<b>Individual and Community in Competing Explanatory Paradigms</b>	<p>Cornelia Flora and Jan Flora, "Institutional Actors"  Charles Derber and Yale Magrass, "The Neoclassical Paradigm,"  and "The Keynesian Paradigm"</p> <p><i>What are some key examples of neoclassical thinking? Keynesian thinking? Which do you think is dominant today?</i></p> <p><b>First essay due.</b></p>
Sep 24	<b>Community in Global Context</b>	<p>Wolfgang Sachs, "One World"  Walden Bello, "The Virtues of Deglobalization"</p> <p><i>What is "cosmopolitan localism?" What institutions and policies is Bello critiquing? How does community fit into his vision of deglobalization?</i></p>
	<b>PART III</b>	<b>WHAT DO WE MEAN BY ENVIRONMENTAL SUSTAINABILITY?</b>
Sep 26	<b>The Challenge of Growth</b>	<p>Juliet Schor, preface and Chapters 1 and 2</p> <p><i>Why does Schor see growth as a problem? What is the difference between intensive and extensive growth? What kinds of solutions does she offer? Why is the idea of limiting growth controversial?</i></p>
Oct 1	<b>Measuring What Matters</b>	<p>Schor, Chapter 3  Jon Gertner, "The Rise and Fall of GDP"</p> <p><i>What is GDP? Do conventional economic measurements account for resource depletion and environmental harm? What valuable resources do they fail to measure? What alternatives are there?</i></p>
Oct 3	<b>Defining the Good Life</b>	<p>Schor, Chapters 4 and 5</p> <p><i>How is the trade-off between growth and environmental sustainability different for poor countries than for rich ones? Are there ways for poor countries to reduce poverty and improve the standard of living without adopting a "western" pattern of growth? How are plenitude and sustainability related? What kinds of changes does Schor recommend?</i></p>

Oct 8		Midterm 1
	<b>PART IV</b>	<b>CASE STUDIES -- CHALLENGES FOR BUILDING SUSTAINABLE COMMUNITY</b>
Oct 10	<b>Food and Community</b>	<p>Bill McKibben, <i>Deep Economy</i>, ch. 2          Judith Carney, "Memory Dishes of the African Diaspora"          Kari Marie Norgaard, Ron Reed, and Carolina Van Horn, "A Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath"          Menzel, Peter, and D'Aluizio, Faith, "What the World Eats"</p> <p><i>Why is food more than just calories? According to McKibben, what are some benefits of sourcing food locally? What are the obstacles for some communities in doing so? How is globalization changing "local" diets?</i></p>
Oct 15	<b>What Does Our Food System Look Like?</b>	<p>Dan Mitchell, "Calculating the Hidden Costs of Industrial Farming"          Philip Howard, ch. 1 of <i>Concentration and Power in the Food Industry: Who Controls What You Eat?</i>          Chart: Food Industry Consolidation</p> <p><i>What are some of the externalities associated with industrial farming? What does it mean to say that the food industry is becoming more 'consolidated'?</i></p> <p><b>Second Essay Due</b></p>
Oct 17	<b>Food Security, Food Sovereignty, Food Justice</b>	<p>David Bornstein, "Time to Revisit Food Deserts"          Sarah Bowen, et al., "The Joy of Cooking?"          Monica White, "D-Town Farm"          Antonio Roman-Alcalá, "From Food Security to Food Sovereignty"</p> <p><i>What is a food desert? What are some problems with the concept? What are some other obstacles to healthy diets for those living in poverty? What are the differences between food security, food sovereignty, and food justice? How are these goals pursued at D-Town Farm?</i></p>

Oct 22	<b>Is There a Human Right to Water?</b>	<p>Daniel Jaffee and Soren Newman, "A Bottle Half Empty"</p> <p><i>What are the arguments for and against the idea that water is a basic human right? What are some of the main threats to water access for communities in the global north and south? How are communities organizing to reclaim water rights?</i></p>
Oct 24	<b>Why is Climate Change So Contentious?</b>	<p>Jennifer Givens, "Drivers of Climate Change Beliefs"  Naomi Klein, "The Right is Right: The Revolutionary Power of Climate Change"  Kari Marie Norgaard, "The Sociological Imagination in a Time of Climate Change"</p> <p><i>What does the sociological evidence say are the most powerful drivers of climate change beliefs? How does Klein argue that society as a whole will change as a result of addressing climate change issues? Why does she say the "right is right"? What new forms of imagination does Norgaard argue we need to cultivate to come to terms with climate change?</i></p>
Oct 29	<b>Climate Change: Why is Response So Difficult?</b>	<p>Elinor Ostrom, et al., Revisiting the Commons: Local Lessons, Global Challenges"  Katha Pollitt, "Climate Change is the Tragedy of the Global Commons"</p> <p><i>Why do some people argue that climate change is a "tragedy of the commons"-type problem? What does Ostrom say is particularly difficult about such "common property" problems and what possible solutions does her work offer?</i></p>
Oct 31	<b>Environmental Justice and Place</b>	<p>Center for Health, Environment &amp; 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? Do communities face the same issues today?</i></p> <p><b>Third Essay Due</b></p>

Nov 5	<b>Environmental Justice &amp; Race/Poverty</b>	Lindsey Butler and Madeleine Scammel, "The Flint Water Crisis" <i>How do the authors suggest that we conceptualize and measure environmental justice? Why does exposure to environmental risk vary by race and class?</i>
Nov 7	<b>Midterm 2</b>	
Nov 12	<b>Jobs and Community: The Case of Walmart</b>	Gary Gereffi and Michele Christian, "The Impacts of Wal-Mart" Ed Pilkington, "What Happened when Walmart Left" Jessica Bruder, "What is Amazon Really Delivering?" <i>How does Walmart differ, as a template for business, from the model provided by General Motors at mid-20<sup>th</sup> century? How is Walmart's growth linked to poverty in U.S. communities and abroad? What is Amazon's business model and how does it affect community? Are its effects on community the same or different from those of Walmart?</i>
Nov 14	<b>What is a Good Job?</b>	Arne Kalleberg, "Job Quality in the U.S." David Leonhardt, "The Great Wage Slowdown of the 21 <sup>st</sup> Century" Patricia Cohen, "Paychecks Lag as Profits Soar" <i>Have wages kept pace with economic growth, profits, and productivity? What forces are responsible for declining wages and job quality?</i>
Nov 19	<b>How is Work Changing?</b>	Jacob Hacker, "The New Economic Insecurity" Jodi Kantor, "Working Anything but 9-5" Natasha Singer, "In the Sharing Economy, Workers Find Both Freedom and Uncertainty" <i>How does Hacker argue that the risks Americans face are changing? What is causing these changes? How does the growth of the "gig economy" change our expectations about work/jobs?</i>
Nov 21	<b>Work &amp; Migration</b>	Khalid Koser, "Why Migration Matters" Douglas Massey, "Immigration and the Great Recession" Amanda Holpuch, "From Field to Truck to Plate: How Undocumented Workers Feed a City" <i>How are global migration patterns changing in response to economic trends?</i>

Nov 26	<b>Migration &amp; Community</b>	<p>Faranouk Miraftab, Introduction, Chapters 1 and 2</p> <p><i>How has the ethnic make-up of Beardstown changed over the past few decades? What does the author mean when she says Beardstown was, until recently, a “sundown town?” What were the author’s research methods?</i></p>
Dec 3	<b>Displacement</b>	<p>Miraftab, Chapters 3, 4, and 5</p> <p><i>What jobs do immigrants from Mexico and Togo have in the Cargill factory? How does these jobs differ from those held by U.S. citizens who moved to Beardstown from Detroit? What motivated each of these groups of individuals to move to Beardstown? How do different groups of newcomers fit into the Beardstown community?</i></p>
Dec 5	<b>Global Restructuring and Social Reproduction</b>	<p>Miraftab, Chapter 6</p> <p><i>What is social reproduction? What does Miraftab mean when she says social reproduction has been restructured on a global basis? What does it mean to say that migrant life cycles have been “re-spatialized?”</i></p>
Dec 10	<b>Community in Global Context Revisited</b>	<p>Miraftab, Chapters 7, 8, and Conclusion</p> <p><i>How has migration changed Beardstown? How is the town’s experience, in Miraftab’s view, different from the classic “melting pot” model? Does the book make you feel optimistic or pessimistic about the capacity of local places to cope with challenges of globalization?</i></p> <p><b>Fourth Essay Due</b></p>
	<b>Final Exam</b>	Time and location TBA