



Introduction to Community & Environmental Sociology

Community & Environmental Sociology 140

Fall 2020

INSTRUCTOR AND TEACHING ASSISTANTS

Sarah M. Rios, Ph.D., Assistant Professor.
Elisa Avila, Teaching Assistant.

Instructor Availability

*Virtual office hours *Tuesday and Thursdays at 12:00pm-12:50pm* by appointment.*

Blackboard Collaborate Ultra Link: <https://us.bbcollab.com/guest/8125a30e70174165a9ae06e6a10401ec>

Dial-In: +1-571-392-7650; PIN: 285 661 8368

Instructor Email/Preferred Contact

smrios@wisc.edu

(608) 571-5545

Teaching Assistant Email

Eavila3@wisc.edu

Course Information

CATALOG DETAILS

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.

4 credits

Students are expected to attend one-hour and fifteen minutes of direct faculty instruction each week and one hour and fifteen minutes of discussion section. Additionally, students are expected to complete pre-recorded lectures, assignments, discussions, and spend a minimum of nine hours of out of class student work each week over approximately 15 weeks.

COURSE DETAILS

Asynchronous and Synchronous

Canvas Course URL:

<https://canvas.wisc.edu/courses/216608>

Meeting Time and Location

Thursday 1:00pm to 2:15pm

Link to Blackboard Collaborate: <https://us.bbcollab.com/guest/4ee620314d6c4f2c84288f142a4a2d8d>

Dial-In: +1-571-392-7650 PIN: 350 201 9124

LEARNING OUTCOMES

Course Learning Outcomes

- Connect individual and seemingly isolated lives to a broader social and historical context.
- Understand how social science arguments are constructed and evaluated.
- Learn and practice the 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,” “environmental justice,” “sustainability,” “globalization,” and “neoliberalism;” learn how these concepts are involved in contemporary debates about what is just and desirable for the places where we live and the world as a whole.
- Become familiar with actors in the social practices, processes, and institutions that affect our communities and the environment, including government, corporations, transnational institutions and social movements.
- Develop skills and frameworks for analyzing how social processes affect disparately different groups of people.
- Make connections between sociological theories and concepts and your own experiences.

COURSE WORKLOAD

Learning Activity	Hours per Week	Weeks	Total
Lecture	1.5	15	22.5
Discussion Section	1.5	15	22.5
Quizzes and Exam	1	15	15
Interactive Activities (<i>media, recorded lectures, and podcasts</i>)	1	15	15
Writing Assignments	3	15	45
Readings—articles and book	4	15	60
Grand Total	12		180

GRADING SCALE:

92-100 points = A

87-91 = A/B

82-86= B

77-81= B/C
72-76= C
60-71= D
Below 60 = F.

- The final grades are not curved.
- Attendance and participation are part of the grading

SECTION INFORMATION

Attendance in section will count twenty-percent towards your final grade in this course. Meet with your Teaching Assistant, Elisa Avila, on your enrolled date and time. Elisa will provide you with further information on how to participate in the section and to maximize your time learning with your peers.

REQUIRED COURSE MATERIALS

- Shiva, Vandana. 2016. *Stolen Harvest: The Hijacking of the Global Food Supply*. AVAILABLE FREE VIA UW LIBRARY
- Other assigned readings will be available through CANVAS.

ASSIGNMENTS & OTHER MAJOR GRADED WORK

I. Weekly Writing Assignments (10 points)

There are ten weekly writing assignments on Canvas. Each writing assignment should be a minimum of 150 words. These posts require that you complete the assigned readings before writing your post. Read the prompt carefully and always prepare your response in a text editor like Microsoft Word. Develop a strong argument and support your statements with evidence from the course materials. Follow Chicago Style citations guidelines. Some posts will require that you apply what you know to personal or professional experiences. Assignments are posted on Tuesday and due by midnight on Friday of the same week.

II. Book/Reading Report (20 points)

Connect eight (8) of the readings and describe the questions and concerns raised by the authors. What are the contributions of the authors in shaping our understanding about ongoing community and/or environmental problems? Minimum 1500 words (3 pages single space). Citations are required and should be *Chicago Style*. Pick your deadline and inform your TA in advance of when you plan to submit your paper. **Deadline options:** September 24; October 15; November 19.

III. Research Methods Paper (20 points)

Drawing from the readings and the class lectures, what are the tools used for scientific research? Write a paper discussing the various methodologies and methodological tools that scholars use in their study and describe what they accomplish. What kind of data was gathered? How do these tools enable a broader or deeper understanding of the social environmental problem? All material must be drawn from your reading assignments. Citations are required and should be *Chicago Style*. Minimum 1500 words (3 pages single space). Pick your deadline and inform your TA in advance of when you plan to submit your paper. **Deadline options:** November 5 or December 10.

IV. Exams (30 points)

Weekly Quizzes (Total 10 points)
 Final Exam (12/15 @ 2:45pm to 4:45pm) (20 points). Final exam is cumulative and is not open book or open notes.

Section Participation (20points)

You are required to attend and participate in your enrolled section. Your TA will discuss with you how points are divided. Please attend your enrolled section only.

Course Policies

TIME MANAGEMENT: COURSE RHYTHM

Monday	Tuesday	Wednesday	Thursday	Friday
	Weekly Unit Begins		Weekly Unit Ends	
	Recorded Lectures Posted		Required Lecture Meeting @ 1pm	
	Assignments/ Discussions Posted			Assignments/ Discussions Due
			Weekly Quiz	
<i>Prepare for your Section Meeting</i>				
<i>Required Readings</i>				

Grade Appeals:

If you wish to appeal a grade on a paper, quiz, or exercise in this course you must take the steps below. Depending on the evidence, an appeal may result in a lower grade, the same grade, or a higher grade.

- 1) Wait one week after receiving the grade to make an appeal.
- 2) Present a written argument explaining the strengths of your work in fulfilling the assignment.
- 3) Call the grader to discuss the appeal.

If you wish to appeal your final grade in this course you must take the steps below.

Depending on the evidence, an appeal may result in a lower grade, the same grade, or a higher grade.

- 1) Gather together all of your written work in the course.
- 2) Submit a written request explaining in detail which part of the grade you are contesting. If you are contesting the grade on an exam or a paper, you must

present written evidence and argument explaining how your paper or exam answered the assigned question or fulfilled the aims of the assignment.

You may **not**

- 1) Make a personal appeal before you have collected your written work and submitted a written request for a grade change.
- 2) Present new evidence after your initial written request.

PARTICIPATION EXPECTATIONS

This course is designed as a Flipped Classroom Model. That means that you are expected to review the material before we meet synchronously during lecture on Thursday. The Flipped Classroom model enables you to learn at your own pace. Read the materials and view the pre-recorded lectures in advance so that you can arrive to our meeting ready to apply your knowledge and raise questions.

LATE WORK POLICY

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 but not guarantee an extension. Otherwise you will lose points (5 per day) for lateness.

Make-up Quiz and Exam Policy. You will not be able to “make-up” quizzes unless you have a compelling emergency. If you are unable to take the Final Exam and if you make a request before the exam date, I will attempt to find a time for a make-up exam.

University of Wisconsin-Madison Policies

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [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. Faculty [I], will work either directly with the student [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. (Source: <https://mcburney.wisc.edu/instructor/>)

DIVERSITY & 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. (Source: <https://diversity.wisc.edu/>)

Course Schedule

Dates	Questions	Readings
Week 0 September 3	Summer of 2020: The Twindemic Status of the Nation.	First Meeting September 3 @ 1pm.
Week 1 September 8	Theories and Disciplines What is Sociology? What is Environmental Sociology?	<ol style="list-style-type: none"> 1. C. Wright Mills, "The Promise" 2. Pellow, D. and Brehm N. 2013. "An Environmental Sociology for the 21st Century." 3. Foster J. and Holleman H. 2012. "Weber and the Environment." 4. <i>Podcast</i> (Don't) Ask a Sociologists Episode 1: What is society? Podcast on <i>The Social Breakdown</i>
Week 2 September 14	Terms & Definitions What do we mean by community? What do we mean by environment? How do we study both?	<ol style="list-style-type: none"> 1. Cornelia Flor and Jan Flora—"The Concept of Community" 2. Hill Collins—"New Politics of Community" 3. Lipsitz, George (2011). Introduction "Race, Place, and Power"
Week3 September 21	Community and the Persistence of Inequality	<ol style="list-style-type: none"> 1. Eduardo Bonilla Silva, "The Strange Enigma of Race in Contemporary America," pp. 1-11

	What is intersectionality?	<ol style="list-style-type: none"> 2. Michael Omi and Howard Winant, "Racial Formation" 3. Nakano Glenn, "Unequal Freedom: How race and gender shaped American citizenship and labor." Intro and Ch 1.
Week 4 September 28	Nature and Society: Ecological Disasters What is so natural about natural disasters?	<ol style="list-style-type: none"> 1. Denaturalizing Ecological disasters: Colonialism, racism and the global Dust Bowl of the 1930s. Holleman H. 2017. 2. Robert D. Bullard and Beverly Wright: Introduction: Race Place and the Environment in Post-Katrina New Orleans. 3. Bullard and Wright. Chapter 1. 4. <i>Radio Interview</i>, "Hurricane Laura Devastates Gulf Coast, Laying Bare Climate Crisis, Environmental Racism." Democracy Now.
Week 5 October 5	Social Ecological Determinants of Health What is Environmental Justice? What is Environmental Racism? What is the relationship between race, health and the environment?	<ol style="list-style-type: none"> 1. Paul Mohai. "Environmental Justice and the Flint Water Crisis" 2. Brown, Mayer, Zvestoski, et. al. 2003. "The Health Politics of Asthma: Environmental Justice and Collective Illness Experience in the United States." 3. Sze and Dillon. 2016. "Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/Securities in US Cities." 4. <i>Radio Interview</i>, "Uprising & Abolition: Angela Davis on Movement Building, 'Defund the Police' & Where we go from Here. Democracy Now, June 2020.
Week 6 October 12	Land Resources and Management Who manages natural resources? How are these resources managed?	<ol style="list-style-type: none"> 1. Alatout. S., "Water, Space, and Identity Politics in Israel, 1948-1959." 2. Lievanos and Horne, "Unequal resilience: The duration of electricity outages." 3. Calkin et. al. 2015., "Negative Consequences of Postive Feedbacks in US Wildfire Management."
Week 7 October 19	Agriculture & Rural Communities What Does Our Food System Look Like?	<ol style="list-style-type: none"> 1. Dan Mitchell, "Calculating the Hidden Costs of Industrial Farming" 2. Philip Howard, ch. 1 of <i>Concentration and Power in the Food Industry: Who Controls What You Eat?</i> 3. David Bornstein, "Time to Revisit Food Deserts"
Week 8 October 26	The Challenge of Growth What is sustainability? What is development? What is capitalism?	<ol style="list-style-type: none"> 1. Hooks and Smith. "The Treadmill of Destruction. National Sacrifice Areas and Native Americans. 2. Jorgenson and Clark, "Are the Economy and the Environment Decoupling?"

Week 9 November 2	Climate Change Why is Climate Change So Contentious? <i>What does the sociological evidence say are the most powerful drivers of climate change beliefs?</i>	<ol style="list-style-type: none"> 1. Jennifer Givens, "Drivers of Climate Change Beliefs" 2. Naomi Klein, "The Right is Right: The Revolutionary Power of Climate Change" 3. Kari Marie Norgaard, "The Sociological Imagination in a Time of Climate Change"
Week 10 November 9	Globalization What is globalization?	Vandana Shiva. <i>Stolen Harvest</i> : Introduction, Chapter 1, 2 and 3.
Week 11 November 16	Gender and Globalization How does globalization and capitalism affect women?	Vandana Shiva. <i>Stolen Harvest</i> : Chapter 4, 5, 6, and 7.
Week 12 November 23	Social Movements (no Lecture meeting)	<ol style="list-style-type: none"> 1. Beamish and Luebbers, "Alliance Building across Social Movements: Bridging Difference in a Peace and Justice Coalition."
Week 13 November 30	Social Movements Cont.. What is the food justice Movement? What is food sovereignty	<ol style="list-style-type: none"> 2. Judith Carney, "Memory Dishes of the African Diaspora." 3. Kari Marie Norgaard, Ron Reed, and Carolina Van Horn. "Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath." 4. Monica White "D Town Farms." 5. Rufina Juarez "Indigenous Women in the Food Justice and Sovereignty Movement; Lessons from the South-Central Farm."
Week 14 December 7	Review Week & The Status of the Nation	<ol style="list-style-type: none"> 1. Reviewing course materials 2. TBD: We will be reading and listening to several news reports on the status of the Nation.
Final's Week	Final Exam on Tuesday, December 15, 2020 Time: 2:45pm-4:45pm	

