



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Introduction to Community & Environmental Sociology
Community & Environmental Sociology 140
Spring 2021

Synchronous Meetings Thursdays 4:00pm to 5:15pm

INSTRUCTOR AND TEACHING ASSISTANTS

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

Instructor Availability

*Virtual office hours Tuesday 4:00pm-6:00pm *15 minutes*
Make an appointment

Instructor Email/Preferred Contact

smrios@wisc.edu
(608) 571-5545

Teaching Assistant Email

Eavila3@wisc.edu

Final Exam Date/Time: 5/6/2021 10:05-12:05pm

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 fifty 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/240039>

Meeting Time and Location

Thursday 4:00pm to 5:15pm

Register for our Zoom meetings on CANVAS

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 different groups of people.
- Make connections between sociological theories and concepts and your own experiences.

COURSE WORKLOAD

Learning Activity	Hours per Week	Weeks	Total
Lectures	1.5	15	22.5
Discussion Section	1	15	15
Quizzes, Mid-term, Final Exam	1.5	15	22.5
Interactive Weekly Activities (<i>media, recorded lectures, and small groups</i>)	2	15	30
Writing Assignments	2	15	30
Readings—articles and book	4	15	60
Grand Total	12		180

GRADING SCALE (Percentage):

92-100 percent = 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 in sections and in lectures are part of the grading

SECTION INFORMATION

Attendance in section will count fifteen 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

Exams (25 percent)

Mid-term Exam (10 percent) Mid-term Exam Thursday 3/11/2021 opens @ 5:30pm closes 3/14.
Final Exam (15 percent). Final exam is based on the second half of the semester materials. It is not an open book or open notes exam. **Final Exam 5/6/2021 10:05-12:05pm**

Mini-Book Reports (20 percent)

There are three mini-book reports that connect the weekly 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? Approximately 500 words and up to 550 words. Citations are required and should be *American Sociological Association style (ASA)*. Double space your essay. **Friday Deadlines: 2/5; 3/19; and 4/1. See link for info on ASA:** <https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>

Creative Companionship Portfolio (25 percent; 3 assignments)

You will be responsible for completing 3 related assignments to promote your creative and critical thinking skills. One assignment will be a short 1,000 words research paper on a topic of your choice. The second assignment will be a creative writing piece (1 page) related to your research, such as a poem, a short-story, or song lyrics. You must video record reciting your piece and post it on Canvas. The third will be a shoe-box art scene that represents your creative writing and your research findings. You will be teamed up with 2 peers to help support each other with completing these assignments. More details will be posted on Canvas. Selected assignments will be posted on the CES website, and some of the shoe boxes will be collected in

my office for an art display as well as displayed on the CES Website. Deadlines: **Assignment 1 due 2/19; Assignment 2 due 3/5; and Assignment 3 due 4/16.**

Synchronous Lecture Attendance (10 percent)

Attendance will be recorded on Thursday's synchronous lecture. Participation will be graded for weekly assignments, such as responding to posted media, writing in discussion boards, and completing in class assignments.

Weekly Participation Assignment (5 percent)

Small assignment that relates to the theme or topic we are learning about will be posted on Canvas. They can include discussion boards, interviews, short reflections, and research.

Section Attendance & Participation (15 percent)

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.

Late Paper/Assignment Policy: If you have a medical emergency or other valuable reason that you cannot submit a paper, you should contact your TA and your professor to obtain an extension. If your paper is late and you have not notified either your TA or your professor, your assignment will automatically be deducted 10% per day, including weekends.

PARTICIPATION EXPECTATIONS

This course is designed as a Flipped Classroom Model. That means that you are expected to review all of the reading material before you meet with your TA during section. You should have also viewed the pre-recorded lectures before our Thursday's meeting so that you can arrive to our synchronous class ready to apply your knowledge and raise questions.

SMALL GROUPS

You are required to work with your small groups on three separate occasions on the Creative Companionship Portfolio, but you can work with each other as often as needed. Your group must meet with the art instructor at least twice throughout the semester via zoom to discuss the art work (written and the shoe-box scene) and to provide feedback on the Creative Companionship Portfolio.

Course Policies

TIME MANAGEMENT: *COURSE RHYTHM*

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Unit Begins				Weekly Unit Ends
	Pre-Recorded Lectures Posted @ 4pm		Required Lecture Meeting @ 4pm-5:15pm	
Weekly Assignments Posted				Weekly Assignments Due
	Small Group Meeting			
<i>Prepare for your Section Meeting</i>				
<i>Read Reading Materials</i>				

GRADE APPEALS

If you wish to appeal a grade on a paper 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) Set up an appointment with 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.

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.

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
Jan 28th		<i>First Meeting via zoom</i>
Week 1 Feb 1	Theories and Disciplines What is Sociology? What is Environmental Sociology?	1. C. Wright Mills, "The Promise" 2. Pellow, D. and Brehm N. 2013. "An Environmental Sociology for the 21 st Century." 3. <i>Podcast (Don't) Ask a Sociologists Episode 1: What is society? Podcast on The Social Breakdown</i>
Week 2 Feb 8	Terms & Definitions What do we mean by community? What do we mean by environment? How do we study both?	1. Cornelia Flor and Jan Flora—"The Concept of Community" 2. Lipsitz, George (2011). Introduction "Race, Place, and Power" 3. "Broken Bread" PBS Series.
Week3 Feb 15	Community and the Persistence of Inequality What is intersectionality?	1. Michael Omi and Howard Winant, "Racial Formation" 2. Nakano Glenn, "Unequal Freedom: How race and gender shaped American citizenship and labor." Intro and Ch 1.
Week 4 Feb 22	Nature and Society: Ecological Disasters What is so natural about natural disasters?	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. <i>Radio Interview</i> , "Hurricane Laura Devastates Gulf Coast, Laying Bare Climate Crisis, Environmental Racism." Democracy Now.
Week 5 Mar 1	Social Ecological Determinants of Health How can the environment determine the status of our health?	1. Paul Mohai. "Environmental Justice and the Flint Water Crisis" 2. Sze and Dillon. 2016. "Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/Securities in US Cities." 3. Kari Marie Norgaard, Ron Reed, and Carolina Van Horn. "Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath."
Week 6 Mar 8	Land Resources and Management	1. Lievanos and Horne, "Unequal resilience: The duration of electricity outages."

	Who manages natural resources? How are these resources managed?	2. Calkin et. al. 2015., "Negative Consequences of Postive Feedbacks in US Wildfire Management." 3. Mar 11th Mid-term exam opens @ 5:30pm
Week 7 Mar 15	Agriculture & Rural Communities What are dominant models of our food system? What alternative models exist for food systems?	1. Mental Wellness Break (asynchronous lecture and section) 2. D. Mitchell. "Calculating the Hidden Cost of Industrial Farming." In Civil Eats 2016. 3. Film "Food Chains" Documentary.
Week 8 Mar 22	The Challenge of Growth What is sustainability? What is development? What is capitalism?	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 Mar 29	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>	1. Naomi Klein, "The Right is Right: The Revolutionary Power of Climate Change" 2. Kari Marie Norgaard, "The Sociological Imagination in a Time of Climate Change" 3. News article: "Drivers of Climate Change Beliefs" by Jennifer Givens.
Week 10 Apr 5	Globalization What is globalization?	Vandana Shiva. <i>Stolen Harvest</i> : Introduction, Chapter 1, 2 and 3.
Week 11 Apr 12	Gender and Globalization How does globalization and capitalism affect women?	Vandana Shiva. <i>Stolen Harvest</i> : Chapter 4, 5, 6, and 7.
Week 12 Apr 19	Social Movements What is the food justice Movement? What is food sovereignty	1. Monica White "D Town Farms." 2. Rufina Juarez "Indigenous Women in the Food Justice and Sovereignty Movement; Lessons from the South-Central Farm."
Week 13 Apr 26	The COVID 19 Pandemic & Black Lives Matter Where are we now? Where are we going?	1. TBD News article from BBC news 2. TBD Interview on Democracy Now
Week 14 <i>Final's Week</i>		Final Exam; Thursday May 6, 2021 @10:05-12:05pm