

Course Syllabus
CES 541: Environmental Stewardship and Social Justice
University of Wisconsin-Madison Spring 2021

Tuesdays & Thursdays 11am-12:15pm Remote, synchronous

Location: Canvas and Zoom

Please contact the instructor to receive the Zoom link.

Instructor: Jill Richardson

Office Hours: Mondays 9am-11am or By Appointment (I have time most days)

**Regardless of when you want to meet, you must email me to make an appointment

E-mail: jerichardson@wisc.edu Email is the best way to reach me

Welcome to Environmental Stewardship and Social Justice!

When we talk about environmental stewardship and social justice, how do we define what either term means? Who gets to determine what they mean? Justice for whom? Throughout the semester, we will focus on themes of conflict, compromise, cooperation, and consensus. Issues of environmental stewardship and social justice can be the sources of conflict or the sites of cooperation, compromise, and/or consensus. We will study why some issues result in entrenched conflict and others can be worked out. What roles do power, morality, knowledge, and identity play? What about intersections of race and ethnicity, gender, and class? How do institutions like governments, intergovernmental organizations, corporations, and NGOs interact with people to prevent, cause, or rectify injustices, and to protect, restore, or degrade the environment? In short, how can better understanding of human society help us achieve both environmental stewardship and social justice simultaneously?

The course is organized into four units: 1) The Environmental Justice movement 2) Community-Based Participatory Research 3) Conflict and Collaboration and 4) Self-Sufficiency. The first follows the history and ideas of the EJ movement itself, which began as a movement for and by people of color who were exposed to toxic chemicals and demanded justice. We will situate EJ within the larger environmental movement in the U.S. and apply social movement theory to understand it. In the second unit, we will use Native Americans as a case study, learning how participatory action research can be used to promote social justice. In the third, we will mostly read about rural white people in the US and Europe, learning about how issues that are often sites of conflict can be resolved through collaboration. In our fourth, we will study food justice movements, mostly focusing on African Americans. Throughout the semester, we will learn about various issues like climate change, clean water, clean air, renewable energy, food systems, and protecting ecosystems and biodiversity. Within each issue, we will explore the themes mentioned above.

Credits: 3

Please expect to spend 150 minutes in the (virtual) classroom and six hours out of class each week for the 15 weeks of the course.

Course Description: Application of sociological theory and analysis to environmental issues.

Course examines the ways in which environmental stewardship and conflict are embedded within broader cultural, social, and political contexts

Requisites: Any of these: Intro Soc course (SOC/C&E SOC 140, 181, 210, or 211), Forest and Wildlife Ecol 248, ENVIR ST 112, ENVIR ST 113, GEOG/ENVIR ST 139, GEOG/ENVIR ST 337, GEOG/ENVIR ST 339, GEOG 101

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Course Learning Outcomes

Students will be able to:

- Understand and apply major sociological theories like symbolic interaction, conflict theory, and social movement theory as they relate to environmental stewardship and social justice.
- Understand how race, class, gender, and citizenship and immigration status intersect in humans' relationships with one another and the environment.
- Discuss social inequality with one another in a respectful way that creates a productive learning environment for all.
- Communicate a sociological understanding of environmental stewardship and social justice.

Readings for This Course

Readings will be provided on Canvas.

Readings are required unless they are marked as optional. Optional readings are intended as supplemental, often providing either sociological theory to help you understand the readings we did, background on the topic we are learning about, or an alternative viewpoint related to but not covered in the required readings. **If you are struggling with the difficulty or the amount of reading, please make an appointment for office hours so we can figure out how to make it manageable for you.**

Grading

Your total grade in CES 541 is determined based on the following:

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| 1. Podcast | 50% |
| 2. Reading reflections | 30% |
| 3. Facilitating discussion | 10% |
| 4. Attendance in section | 10% |

Grades will be as follows:

A: 92-100 AB: 88-91.9 B: 82-87.9 BC: 78-81.9 C: 70-77.9 D: 60-69.9

F: Below 60

Attendance (10%)

Attendance in class is mandatory. However, everyone gets 2 free absences for any reason. If you become ill with COVID-19 and attending class becomes difficult for you, please let me know.

Facilitating Discussion (10%)

You will take turns facilitating discussion in class with a partner. You'll sign up for your turn the first week of class. When it's your turn, you should do both readings for that day and write up a 1-2 page handout for your classmates about the readings. Write a discussion question that students should discuss first with their groups to kick off the class. (You can also include a fun icebreaker, like sharing about pets or favorite music, if you want.) Then write several more discussion questions for the class to talk about together. If you want to send people to breakout groups a second time, you can. Undergraduates will facilitate one discussion; graduate students will facilitate two.

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Reading Reflections (30%)

You are required to submit one reading reflection per week on one of the week's required readings of your choice. (Please don't choose to write about one of the optional readings.) Please submit it to Canvas prior to class the day we discuss that reading. Each reflection should include (a) one paragraph that focuses on the main argument or findings of the reading, considered on its own terms; and (b) one paragraph that explains your intellectual response to the reading's argument and implications. One page (double spaced) is sufficient, and two pages is the maximum length.

Each reflection is worth 2.5 points, or 2.5% of your semester grade. I will count your top 12 reflection grades for a maximum total of 30 points.

Podcast (50%)

Our class is producing our own environmental justice podcast. We'll form groups of three that work together all semester. Each student is responsible for 15-20 minutes of content, and beyond that, groups can decide how much they want to collaborate. **Students who wish to opt out of making a podcast can write a paper instead.** At the end of the semester, we'll publish our podcast so that the public can hear it on Apple Podcasts and Spotify, etc., and you can also make a podcast episode but opt out of making it public.

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| 1. Discussion: Brainstorm topics | 2 points |
| 2. Discussion: Find your group x 2 (1 point each) | 2 points |
| 3. Discussion: Choose a Name for Our Podcast | 1 point |
| 4. Bibliography | 5 points |
| 5. Draft | 12.5 points |
| 6. Peer reviews | 10 points |
| 7. Podcast, including show notes & script | 17.5 points |
| 8. Summary of Revisions and Justifications | 5 points |

You should be able to complete the podcast using a smartphone and technology that is freely available online. You can record yourself on your phone and share the recordings using Google Drive. Garage Band and Audacity are two types of software you can use to work on the audio. We'll use Anchor.fm to make the podcast.

How I grade written work (criteria written for a paper but apply to podcasts too)

For each assignment, I will provide instructions specifying the requirements you need to fulfill. Bear in mind that this is a *general* grading strategy meant to give you basic expectations. *Grades will primarily reflect the thoroughness of your research and the strength of your arguments. However, I expect your papers to be polished and will deduct points for errors that are distracting or make your paper hard to understand.*

- An **Excellent (A)** paper demonstrates excellent use of sociological concepts. This paper is intellectually challenging and complex, logically argued, clearly and compellingly written and free of basic errors in grammar, punctuation, and usage.
- A **Very Good (AB)** paper will do one of the less important things less well than an A paper.
- A **Good (B)** project has reasonably strong arguments and complex ideas, but may be flawed in other areas.

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- A **Satisfactory (BC)** paper has flaws in significant areas, including weaker arguments and unchallenging ideas, or it may have minor flaws in many areas.
- A **Lacking (C)** paper has numerous flaws in significant areas. NOT FOLLOWING DIRECTIONS usually results in a C or lower grade.
- A **Not Very Good (D)** paper has major problems in most areas.
- An **Unacceptable (F)** paper is incomplete, did not do the assignment as instructed, is very badly written, etc.

Re-grading policy

I take grading very seriously, and hence, any request for an assignment to be re-graded must be done in writing (typed) a week after grade results are handed back. In this request, please submit detailed compelling reasons for why the letter grade was unfairly assigned. You are expected to engage with the specific comments made your instructor.

Late work

Late work will lose one letter grade per day late. However, if you ask for an extension before the assignment is due, I will allow it unless I have a reason not to. You must ask for an extension before the assignment is due (even if it's just 2 minutes before the deadline). When you get an extension, I will take off one letter grade per day for late work if you do not turn it in by the new deadline.

I will not allow extensions for reading reflections, because the purpose of doing them is to come to class better prepared for discussion, so completing them after the class in which we discussed the reading misses the point. Also, you can choose which 12 readings you write reflections on, so if you are having a busy week you can choose to take the week off. The other cases I will not allow extensions are when you completing your work late would adversely affect other students (like if you did not prepare to facilitate discussion prior to class for the day you signed up to do it) or when we reach the end of the semester and you must turn in your final project in time for me to grade it and submit your grade.

Contacting Me

Please email me or talk to me after class to schedule an appointment. I am happy to talk to you about any sources of confusion, challenges you might be having, or to delve deeper into some of the issues we will discuss in this course. Office hours are the ideal time to get one-on-one attention and work out any issues you're having with the material.

Privacy of Student Information & Digital Tools

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school

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officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course

Provide information on how students can best succeed in the course. For instance, instructors might include suggestions about completing assignments or studying for exams. Instructors might also include resource links to other campus services such as:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Course Evaluations

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of

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this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, Rights & Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge

Campus Guidance on the use of Face Coverings

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

[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.

Academic Integrity Statement

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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.

Accommodations for Students with Disabilities Statement

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. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

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

Course Schedule

Week 1:

Tuesday, January 26: Introduction to the Course

Thursday, January 28: Introduction to Environmental Justice

- Taylor. "Race, Class, Gender, and American Environmentalism."

Week 2: The Environmental Justice Frame

Tuesday, February 2: The Development of the EJ Frame

- Graded discussion: Find group members.
- Taylor. Toxic Communities Chapter 1 pp. 6-24
- Capek. 1993. "The 'Environmental Justice' Frame: A Conceptual Discussion and an Application."
- Optional:
 - Jones. "Three Levels of Racism"
 - Gamson. 2013. "Injustice Frames."
 - Benford and Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology*.

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Thursday, February 4: Applying the Traditional EJ Frame

- Krings et al. 2018. “Organizing Under Austerity: How Residents’ Concerns Became the Flint Water Crisis.”
- Hammer. 2019. “The Flint Water Crisis, the Karegnondi Water Authority and Strategic-Structural Racism.”
- Optional:
 - Keck and Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.”
 - Brown, Wendy. *In the Ruins of Neoliberalism*. Chapter 1.
 - Williamson. 1993. “Democracy and the Washington Consensus.”

Week 3: Extending and Transforming the EJ Frame

Tuesday, February 9: Part 1

- Graded discussion: Brainstorm Podcast Episode Topics
- Dina Gilio-Whitaker and Indigenizing Environmental Justice.
- Pellow. 2016. “Toward a Critical Environmental Justice Studies – Black Lives Matter as an Environmental Justice Challenge.”
- Optional:
 - How Environmental Injustice Connects to Police Violence.

Thursday, February 11: Part 2

- Harrison. 2011. Pesticide Drift Chapter 1.
- Alkon and Norgaard. 2009. “Breaking the Food Chains: An Investigation of Food Justice Activism.”

Week 4: Extending and Transforming the EJ Frame

Tuesday, February 16: Part 3

- Pellow and Park. The Slums of Aspen – Introduction
- Floyd and Johnson. “Coming to Terms with Environmental Justice in Outdoor Recreation: A Conceptual Discussion with Research Implications.”

Thursday, February 18: Nativism in the Environmental Movement

- Pellow and Park. The Slums of Aspen – Chapter 4
- Fears and Mufson. 2020. “Environmental Group Sierra Club Reckons with John Muir’s Racism.” *Washington Post*.

Week 5: CBPR and Native Americans

Tuesday, February 23: Community-Based Participatory Research

- Bibliography due by 11:59pm
- Wallerstein and Duran. “The Theoretical Historical and Practice Roots of CBPR.”
- Optional:
 - Steinmetz. “Odious Comparisons: Incommensurability, the Case Study, and ‘Small N’s’ in Sociology.”

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Thursday, February 25: Racism, Capitalism, Colonialism, and Nature

- Whyte et al. 2018. “Indigenous Lessons about Sustainability Are Not Just For ‘All Humanity.’”
- Norgaard. Salmon and Acorns Feed Our People – Chapter 1 pp. 25-38
- Optional:
 - Additional Resources About Native Americans
 - Photo Tour of California Ethnobotany

Week 6: CBPR and Native Americans, Part 2

Tuesday, March 2: Fire Suppression

- Graded discussion: Name our podcast due
- Living Downstream: Firing Forests to Save Them: Could Native Traditions Save Lives?
- Norgaard. Salmon and Acorns Chapter 2

Thursday, March 4: Researching with Native People

- Class guest: Heather Gordon, a UW Sociology grad with a PhD in Indigenous Studies
- Gordon, Heather. “Building Relationships in the Arctic: Indigenous Communities and Scientists.”
- Norgaard. Salmon and Acorns Feed Our People. Chapter 3, pp. 129-143
- Optional:
 - The Largest Dam-Removal in US History
 - Living Downstream: Klamath Water Wars

Week 7: Knowledge

Tuesday, March 9: In-class work day with groups

- Come to class ready to work on your podcast with your group. Your draft is due in a week.

Thursday, March 11: Symbolic Interactionism, Social Construction of Community, and the Hegemony of Scientific Knowledge

- Skogen, Krange, and Figari. 2017. Wolf Conflicts. Pp. 10-16, 36-41, and 115-137
- Optional:
 - Wynne. 1996. “May the Sheep Safely Graze? A Reflexive View of the Expert-Lay Knowledge Divide.”

Week 8: Knowledge and Power

Tuesday, March 16: Knowledge and Identity

- Written podcast draft due
- Kahan et al. 2012. “The Polarizing Impact of Science Literacy and Numeracy on Perceived Climate Change Risks.”
- Hassanein and Kloppenburg. 1995. “Where the Grass Grows Again: Knowledge Exchange in the Sustainable Agriculture Movement.”
- Optional:

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- Norgaard. Living in Denial Chapter 3 – “People Want to Protect Themselves a Little Bit” – The Why of Denial.
- Kloppenburg. 1991. ‘Social Theory and De/Reconstruction of Agricultural Science.’

Thursday, March 18: Knowledge and Power

- Skogen, Krange, and Figari. 2017. Wolf Conflicts. Pp. 138-158
- TBD
- Optional:
 - Von Essen. 2017. “Whose Discourse Is It Anyway: Understanding Resistance Through the Rise of Barstool Biology.”

Week 9: Identity and Masculinity

Tuesday, March 23

- Bell and Braun. 2010. Coal, Identity, and the Gendering of Environmental Justice.
- Wade and Ferree. 2015. Gender – Chapter 6: Men and Masculinities.
- Optional:
 - Additional Resources on Masculinity

Thursday, March 25

- Sherman. Those Who Work, Those Who Don’t. Chapter 4 – Remaking Masculinity: Losing Male Breadwinners.
- Krange and Skogen. 2011. When the Lads Go Hunting in Norway.
- Optional:
 - Von Essen et al. 2015. “The Radicalisation of Rural Resistance: How Hunting Counterpublics in the Nordic Countries Contribute to Illegal Hunting.”

Week 10: Morality, Status, and Rightwing Social Movements

Tuesday, March 30: Power Devaluations

- McVeigh and Estep. The Politics of Losing – Chapter 3: Power and Political Alignments.
- Sherman: Those Who Work, Those Who Don’t – Chapter 2: Workers and Welfare: Poverty, Coping Strategies, and Substance Abuse

Thursday, April 1: Morality and Status

- Farrell. 2015. The Battle for Yellowstone – Chapter 2.

Week 11: Corporate Capture

Tuesday, April 6: Astroturf

- Bell and York. 2010. Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia.
- Mooney. 2005. “Some Like It Hot.” Mother Jones.
- Hari. 2010. “The Wrong Kind of Green.” The Nation.
- Optional:
 - 1-minute pro-pollution ad that really aired on TV in 2006

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Thursday, April 8: The Fox Guarding the Henhouse

- Harrison. Pesticide Drift Chapter 4 – The Environmental Regulatory State

Week 12: Community-Based Natural Resource Management

Tuesday, April 13: Intro to CBNRM

- Kellert et al 2000. “Community Natural Resource Management: Promise, Rhetoric, and Reality.”
- Haller and Merten. 2018. “Crafting Our Own Rules: Constitutionality as a Bottom-Up Approach for the Development of By-Laws in Zambia.”

Thursday, April 15: CBNRM in Montana

- Belsky and Barton. 2018. “Constitutionality in Montana: A Decade of Institution Building in the Blackfoot Community Conservation Area.”
- Wilson et al. 2017. “Learning to Live with Wolves: Community-Based Conservation in the Blackfoot Valley of Montana.”
- Optional:
 - Yung and Belsky. 2007. “Private Property Rights and Community Goods.”
 - Weber. 2009. “Explaining Institutional Change in Tough Cases of Collaboration.”

Week 13: Food Justice

Tuesday, April 20: Peer reviews

- Share your peer reviews of one another’s work

Thursday, April 22: Helping Your Own Community vs. Helping Others

- Cultivating Food Justice Chapter 14
- White. 2018. Freedom Farmers – Introduction
- Optional:
 - Guthman, Julie. Bringing Good Food to Others
 - Mock, Brentin. 2019. “[Why Detroit Residents Pushed Back Against Tree Planting.](#)” Bloomberg.

Week 14: Food Justice

Tuesday, April 27: Black Farmers in the Rural South

- Cultivating Food Justice Chapter 3
- White. 2018. Freedom Farmers Chapter 4.
- Optional:
 - Freedom Farmers Chapters 2 & 3
 - Cultivating Food Justice Chapter 8

Thursday, April 29: Black Urban Agriculture

- Cultivating Food Justice Chapter 5
- White. 2011. D-Town Farm: African American Resistance to Food Insecurity and the Transformation of Detroit

Podcast and Summary and Justification of Revisions due: Sunday, May 2, 11:59pm