



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON



Introduction to Community & Environmental Sociology

Community & Environmental Sociology 140

Fall 2022

Tues/Thurs 11am to 12:15pm
Animal Sciences 212

INSTRUCTOR AND TEACHING ASSISTANTS

Sarah M. Rios, Ph.D., Assistant Professor.
Kristen Billings, M.A. Teaching Assistant.

Office Hours

Thursdays 12:30pm-2:00pm (virtual or office)
By Appointment Wednesdays.
340B Agricultural Hall

Email/Preferred Contact

smrios@wisc.edu
(608) 571-5545

Teaching Assistant Email

kbillings2@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 two one-hour and fifteen minutes of direct faculty instruction each week and one hour and thirty minutes of the discussion section. Additionally, students are expected to complete assignments, discussion posts, and spend a minimum of nine hours of out-of-class student work each week over approximately 15 weeks.

COURSE DETAILS

Canvas Course URL: <https://canvas.wisc.edu/courses/317654>

Meeting Time and Location

Tuesdays and Thursdays 11:00am to 12:15pm
Animal Sciences Room 212.

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	3	15	45
Discussion Section	1	15	15
Quizzes, Mid-term, Final Exam	1	15	15
Interactive Weekly Activities (<i>media and discussion posts</i>)	1	15	15
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.

SECTION INFORMATION

Meet with your Teaching Assistant, Kristen Billings, on your enrolled date and time in person. Kristen 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

- All assigned readings will be available through CANVAS and the UW Madison Library.

ASSIGNMENTS & OTHER MAJOR GRADED WORK

1. Reflections (20 percent) Deadlines: October 6; November 10; and December 1.

There are three reflection papers that connect the readings and the questions and concerns raised by the authors. In these essays, we explore the contributions of the authors in shaping our understanding of ongoing community and/or environmental problems. 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; and 4) writing style and technical aspects of presentation (such as grammar, citations, and spelling). Each paper will require an analysis of approximately 500 words and up to 550 words. Writing prompts will be posted on Canvas.

Include citations in *American Sociological Association style (ASA)*. Double space your essay. See link for info on ASA: <https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>

2. Exams (20 percent): Mid-term Exam: 11/01/22 Time: 11:00am. **Scantron Test-882E**

The midterm exam is based on the first half of the semester's materials. Multiple Choice Questions will be provided. Bring a Scantron Test 882 E. This is not an open book or open notes exam. You will take the exam in the class. You should prepare by studying the concepts and ideas covered in lectures, films, and readings.

3. Lecture Attendance (20 percent): Attendance will be recorded.

4. Final Research Paper (20 percent): Due date: 12/13/22 Must upload to Canvas. The Writing Prompt will be posted on November 24, 2022 by midnight.

5. Section Attendance & Participation (20 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.

Extra Credit: Students will be offered 1 extra credit option that will count 1% towards your final grade.

Option1: Hold a 10-15 minutes discussion in class about a poem related to the readings, lectures, or films. Read it out loud, provide a PowerPoint slide, and engage in a back-and-forth discussion with the class. The idea is to generate substantive conversation about dilemmas of the field. You must email me in advance to confirm your discussion.

Option 2: Attend a pre-approved event hosted by the CES department, Sociology department, or Nelson Institute. These will be announced in class. Write a 500 words reflection of your

experience, providing detail on its relationship to one of the assigned readings. Submit the extra credit assignment to your TA.

Course Policies

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 to the TA 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 ASSIGNMENT: If you have a medical emergency or other valuable reason that you cannot submit a paper, you should contact your TA and your professor. You are not guaranteed an extension but we will consider your request. 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: Students should participate in discussions using respectful language. *Language policing* hampers our knowledge production. Controlling, regulating, monitoring, and suppressing what students or teachers say on the basis of language ideologies hampers many from speaking openly. You have a right to free speech. I invite students to respectfully suggest alternative ways to frame ideas and use language, to discuss the terms that feel problematic. If you feel I have said something

offensive during a lecture, you are welcome to talk with me at the end of class. Through dialogue, we can learn so much more.

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	Lecture Questions	Assigned Readings
Week 1 Sep 12	Introduction: What is Sociology? What is environment? What is community?	David A. Ansell, <i>The Death Gap</i> . 1. Preface “One Street, Two Worlds” 2. Chapter 1 “American Roulette” 3. Chapter 2 “Structural Violence and the Death Gap.”
Week 2 Sept 19	Theories of the Discipline: What is the Sociological Imagination? What is environmental sociology?	1. Wright Mills, C. “The Promise”. 2. Pellow, D. and Brehm N. 2013. “An Environmental Sociology for the 21 st Century.”
Week3 Sept 26	Race, Place, and Power	1. Lipsitz, George (2011). Introduction “Race, Place, and Power” 2. Ansell, David Ch. 3: “Location, Location, Location.”
Week 4 Oct 3	Environment and Our Health How can the environment determine the status of our health?	1. Sze and Dillon. 2016. “Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/Securities in US Cities.” 2. Paul Mohai. “Environmental Justice and the Flint Water Crisis.”
Week 5 Oct 10	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. Ansell, D. “Fire and Rain: Life and Death in Natural Disasters.” Film <i>Cooked: Survival by Zip Code</i> .
Week 6 Oct 17	Land Resources and Management	1. Mental Wellness Week. <i>No Readings assigned.</i> 2. Living-Learning Activity

	How are resources managed?	
Week 7 Oct 24	Agriculture and Food Resources What are dominant models of our food system? What alternative models exist for food systems?	1. Kari Marie Norgaard, Ron Reed, and Carolina Van Horn. "Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath." 2. "Corporate concentration in the US food system makes food more expensive and less accessible for many Americans." in Rural Sociology Film: <i>Food Chains</i> .
Week 8 Oct 31	Mid Term Scheduled November 1 st	MidTerm Exam: Nov 1 st November 3 rd : Guest Speaker: Ricardo Levins Morales Art Studio
Week 9 Nov 7	Rural Communities What are the social and environmental challenges facing rural communities?	1. "5 ways Biden can help rural America thrive and bridge the rural-urban divide" By Eisenberg, Shoemaker, and Pruitt. In Rural Sociology. 2. "Family farms are struggling with two hidden challenges: health insurance and child care" by Inwood, Rissing, and Becot. In Rural Sociology.
Week 10 Nov 14	The Challenge of Growth Is development sustainable?	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 10 Nov 21	Climate Change Why is Climate Change so contentious?	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. Film: <i>This Changes Everything</i>
Week 11 Nov 28	Globalization What might be the feminist future of globalization?	1. Kum-Kum Bhavnani and John Foran, "Feminist futures: From dystopia to utopia?" 2. Mayria Buvinic, "Women in Poverty: A New Global Underclass."

Week 12 Dec 5	Social Movements What is the food justice movement? What is food sovereignty?	<ol style="list-style-type: none"> 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 Dec 12	Last day of class 12/13 Sections canceled.	Final Paper Due 12/13/22 must upload to Canvas before midnight.