

Introduction to Community & Environmental Sociology

C&E SOC 140, Spring 2023
University of Wisconsin-Madison

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Class: Tues & Thurs, 4 - 5:15pm
Classroom: College Library, Room 3250

Course overview

This course introduces the sociological study of human communities and the 'natural' world, the 'environment.' Our department is particularly interested in how society and the 'non-human' or 'extra-human' interact and are interconnected, shaping our lives and the world we share.

You do not need any previous sociological coursework to be able to thrive in this course. Just bring an open mind, a commitment to reading before each class, and a willingness to regularly engage with classmates and instructors on this interesting material.

The course has been significantly redesigned this semester, specifically to encourage your active learning. We are going to be learning about the environment and community as a community, as a classroom of active contributors. Rather than a traditional "lecture" and "section" format, we have "class" and a research project "workshop." A good portion of each class is devoted to small-group discussion of that day's assigned reading. Your success in, and enjoyment of, the course will depend on completing the assigned readings *beforehand* and bringing your understandings, personal reflections, and questions to each day's small-group ("pod") discussion. Every student will serve multiple turns as a pod discussion leader, discussion recorder, and discussion contributor over the semester.

For class, we are very fortunate to be able to use (for the very first time, this semester) the collaborative WisCEL classroom at College Library. This is a remarkable space for learning through interacting and we are grateful to the Wisconsin Laboratory for Enhanced Learning for this special opportunity. Let's make the most of it!

Course goals for students:

- To learn how social science arguments are constructed and evaluated
- To 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

- To gain experience critically evaluating various sources of knowledge and data about social phenomena
- To become familiar with key concepts such as "community," "social structure," "social categories," "social identities," "environmental justice," "social inequality" and "segregation," "sustainability," and "social movements;" to 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
- To 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
- To develop skills and frameworks for analyzing how social processes disparately affect different groups of people
- To make connections between sociological theories and concepts and your own experiences

Assessments and grading: 4 main components to your final grade

1. Attendance and participation in class and workshop (35% of final grade)

Notice the importance of *regular* attendance and *meaningful* daily participation to the overall course (both in the main "class" and "workshop" (or "section")). "Attendance and participation" appear here first among grade components, intentionally: both are critical to doing well in the course, and together they make up the largest percentage of your final grade in the class.

In this class, you are encouraged to see yourself not as a passive 'receiver' of knowledge but instead as an engaged fellow-explorer of course ideas and materials!

1a. Participation in class/"lecture" (25% of final grade)

Since we have both required class ("lecture") and workshop ("section"), this syllabus portion now describes how class ("lecture") attendance and participation are understood and assessed. Regularly attending class is critical to this course. We cover a lot of material and use small-group (pod) and class-wide discussion to help you clarify your own understandings and positions. Obviously, it is impossible to participate in these discussions if absent from class.

You have 2 'freebie' absences from main "class" for any reason during the semester without any penalty. I suggest you retain these for illness or other unexpected events that might occur (because the unexpected often occurs). Each unexcused absence past these 2 freebies will lower your course grade by 3 points.

Participation goals, roles, and assessment

After we have briefly reviewed class announcements and the week's agenda, each class will begin with small-group (a.k.a., "pod") discussion of that day's required reading(s). I have structured class like this based on student feedback from past semesters. Many previous students have shared with me how much they enjoyed and

learned from discussing readings and related questions in smaller groups, and traditional classes often have difficulty finding enough time for regular and meaningful small-group work. Previous students also have suggested to me that having some structured 'warm up' activity might promote more discussion during class meetings. So, we will basically start class in our pods. And one student, pre-assigned, in each pod will get their pod started on that day's required reading.

Pod discussion involves three primary roles: (1) discussion leader, (2) discussion recorder, and (3) discussion contributor. All three are important to your course grade, to your enjoyment of our class, and to your learning. There will be one pod-discussion leader and one discussion recorder each class after our first introductory one. Each of you will serve as discussion leader on a total of 4 class dates and as discussion recorder on 4 class dates. You may choose amongst dates with your fellow group members to better fit your personal needs and outside commitments. On days when you do not serve as discussion leader or recorder, your primary responsibility will then be to engage with your pod's leader in making sense of the day's reading(s).

Participation points vary by role in any day's pod discussion. Discussion leaders may earn up to 3 points per class; recorders may earn up to 2 points. Discussion contributors may earn up to 1 point for thoughtful contributions. These points will be calculated as a percentage of total participation points possible and then weighted towards the 25% of the overall grade.

POD DISCUSSION LEADERS

Pod discussion leaders: discussion outline and facilitation

Discussion leaders will prepare a discussion-leader memo and submit this memo on Canvas no later than midnight *before* that reading is scheduled for discussion. This written memo is intended to reward you for preparing thoughtfully and sufficiently in advance for the next day's discussion you will lead. It will also make your discussion role the following day much easier and more enjoyable. Your memo may be submitted any time before that midnight, but note that any submissions after midnight can only receive up to half credit. Because you are invited to submit early, there are no exceptions to this grading policy. For details on this written assignment, please see Assessment 4 below ("Short writing assignment: discussion-leader memo").

POD DISCUSSION RECORDERS

Pod discussion recorders: discussion notes, listed by contributor

Discussion recorders will be responsible for taking notes of the pod's daily discussion. Notes will resemble 'meeting minutes' used by some organizations and will occur on an ongoing Google doc specific to that pod and shared with the instructor. That Google doc may be graded anytime after midnight of that same day's discussion. In order to be eligible for full credit as recorder, you need to have finalized your doc entries *before* that midnight. Your notes may be submitted any time before that midnight, but any submissions after midnight can only receive up to half credit. Because you are invited to submit

anytime after class, there are no exceptions to this grading policy. We need to track our discussions and contributions to help with the group project development in workshop.

Notes will begin by listing all pod-participants present at the meeting's start. These notes will serve as each student's record of attendance and the basis for the "class" portion of your attendance grade. If you join your discussion pod late on any day, it will be your responsibility to remind the discussion recorder to mark you as present but tardy. You may request that the recorder note a specific reason for tardiness if desired.

Discussion recorders also will be noting in real-time individuals' contributions to the pod's substantive conversation. Ideally, these contribution notes would occur in real time on a Google doc visible to pod members. This way, if someone feels their contribution has been missed or misunderstood, for example, they might be able to 'correct' the recorder in the moment. If you find taking these notes in real time via a Google doc to be particularly stressful (I might, and that's fine) and you instead prefer to take handwritten notes, that will be fine too. You will just need to transfer those notes before midnight into the pod's ongoing Google doc in order to be eligible for full credit.

Individuals' participation grades in class ("lecture") will largely be determined by their contributions within pod discussions. Thus, faithfully recording substantive contributions is an important part of each recorder's work.

POD
DISCUSSION
CONTRIBUTORS

Pod discussion contributors: substantive contributions

While the pod's daily leader is trying to keep discussion meaningful and relevant to the day's reading, the pod's daily recorder is keeping notes of the conversation and its contributors. Everyone else should be among these active contributors, adding thoughtful and substantive comments and questions to the discussion. "Thoughtful" and "substantive" obviously are subjective terms. But I suspect we all have recognized times in class discussions when someone clearly connects their contribution to a reading. They might communicate this in different ways of course. Someone might read a quote or short passage for emphasis, as support for a position/claim, or as the basis for a question (i.e., something from that reading that they didn't understand well). Someone else might use or refer to a specific concept from the reading. Someone else might talk about how this reading reminds them of another from the previous week, or of a situation they encountered in daily life, etc. The point here is that there are many ways to make substantive contributions to pod discussions, and you want to accomplish at least one of these substantive contributions each day for class-discussion credit that day.

1b. Attendance and participation in workshop/"section" (10% of final grade)

Notice how attendance and participation are important in both class and workshop. That is because each is important to your learning. See the section syllabus for details on how attendance and participation are assessed in workshop.

2. "The Group Project"/"The Community Study" (33% of final grade)

This project gives you the opportunity to explore course concepts around community and the environment, in relation to a specific community of your group's choosing. Details, and lots of time for group work, will be provided in workshop.

3. Bi-weekly quizzes (6 quizzes total; 20% of final grade)

There are no comprehensive exams for the course, no mid-term nor final. Instead, we have six multiple-choice quizzes distributed across the semester. Quizzes are important because they help you to stay on schedule with readings and also reinforce ideas and understandings useful to your group project. Therefore, I highly encourage you to take all six quizzes, although only your top five quiz grades will count towards your course grade. I will automatically drop your lowest quiz grade at the semester's end.

Quizzes occur at two-week intervals (not counting our first and last weeks of class), according to the course schedule. Quizzes primarily focus on material covered since the last quiz. They are not designed to be 'comprehensive,' although there will be some continuity of material and therefore some overlap with previous weeks' content.

Each quiz will be worth 4 points and will be available on Canvas from 10pm Thursday to midnight Friday, for a 15-minute completion window. Because of the extensive timeframe each week in which to complete your quiz, there are no 'make-ups.' But again, at the end of the semester, I will automatically drop your lowest score, regardless of the reason -- whether from missing class or not having time for those readings, being sick, skipping a quiz, traveling, etc.

4. Short writing assignment: discussion leader memo (4 memos total; 12% of final grade)

(These are the same assignments mentioned earlier, under "Pod discussion leaders.")
Discussion leaders will prepare a discussion-leader memo and submit this memo on Canvas no later than midnight *before* that reading is scheduled for discussion. This written memo is intended to reward you for preparing thoughtfully and sufficiently in advance for the next day's discussion you will lead. It will also make your discussion role the following day much easier and more enjoyable. Your memo may be submitted any time before that midnight, but note that any submissions after midnight can only receive up to half credit. Because you are invited to submit early, there are no exceptions to this grading policy.

I ask everyone to follow the standardized memo format below, so I can make sure you have prepared and will cover these specific elements. Your memo will be graded on how it complies

with this standardized format. You, however, are welcome to prepare more for your pod's discussion; perhaps keep those additional notes as part of a longer personal discussion guide, of which the required and limited memo below is the first part or excerpts.

The memo itself must be organized into paragraphs or sections specifically numbered as follows:

1. Thesis restatement (.5 point): State the reading's thesis in just a few sentences of your own wording. If the reading is more of a summary (like a textbook chapter) than an argument (like many academic papers), then try to summarize major themes. You do not want to waste room here on restating hypotheses or simply recounting what an author did in a study. You *do* want to be specific and use *specific concepts* where relevant. It can be great to include some brief supporting evidence for a thesis. I understand and appreciate that different students may have somewhat different takes on a thesis or summary, and that is fine, material for your pod's discussion.

2. Concept comprehension (.75 point): *Show* that you understand at least 3 of the concepts from the day's concept list. If you want to define more of those listed concepts, that's great! If your concept list has less than 3 concepts, then just define those listed. We want to be sure to focus on the concept list, so your pod has a chance to clear up any misunderstandings before the quiz. In this section of your memo, use only your own wording (no quotes, please) and feel free to use bullet points if more helpful to you.

3. Personal reflection (.75 point): *Personally* respond to the reading's thesis or main points, elaborating on *why* you take your position. Did this remind you of experiences from your own life or stories you're heard? Consider sharing that with your group. Did anything stand out as particularly insightful to you? Again, please share. How might the reading challenge something taken for granted in society? Was there anything in the reading that you disagreed with, or wanted more evidence for? Please share why. Your personal reactions to specific elements of the reading will help your pod-mates remember the reading and likely engage with you at a personal level. Each point of your personal reflection here can be a launching point for pod discussion.

4. Discussion questions (1 point): Pose 3 or more questions actually unresolved for you personally by the reading. Questions vary in thoughtfulness and engagement; *thoughtful* questions will get maximum credit. Questions might involve reading segments or concepts that you don't comfortably grasp yet. No one is expected to understand every argument or concept in a reading; it's more-than-fine to raise as questions the parts you don't understand too well. If, after pod discussion, your pod collectively doesn't feel like it really grasps an element yet, then that would be a great issue to raise for class-wide discussion or clarification during lecture.

Course grading scale

Final letter grades are earned as follows: A= 93-100; AB= 88-92; B= 83-87; BC= 78-82; C= 70-77; D= 60-69, F< 60.

Course readings

All course readings are provided on Canvas. You are not required to purchase any books.

CLASSROOM GUIDELINES

Arrival to class: Please be on-time (or early!) to class. Late arrivals disrupt class, taking time and attention away from our goals on any given day. Repeated or disruptive tardiness will lower the participation component of your final course grade.

Electronic devices: Phones should always be put away once class begins. You are encouraged to bring your own laptops to class, although the WisCEL classroom also has PC laptops available.

Participation and respectfulness: Please come to each class with a mindset of encouraging everyone's open and meaningful participation. We want an environment where *everyone* feels valued and free to express their opinions, even if others (including yourself) may not agree. Such an environment is rarely just a coincidence or good luck on a given day; instead, each of us are active contributors to the daily environment. Therefore:

- Please be deliberately attentive to your own contribution, each day, to the class mood. A successful class depends upon each of us continually creating that environment where we each learn well and feel good about the process.
- Be sensitive to minority/majority dynamics. Let's make sure everyone has meaningful opportunities to participate and no one dominates discussions.
- Address comments directly to classmates, as well as to me. We want open discussions between us all, student to student, not just student to instructor.
- Please think 'out loud' with us and make us think. Respectful questions and comments are always welcomed and often help us consider something in a new light. We benefit from our diversity, including diversity in thought.
- Try to really understand opinions you disagree with. Often it is hard to hear opinions or positions that feel wrong to us personally. Try to take a deep breath and understand why someone holds a certain position or opinion before jumping to conclusions. Try to keep an open mind to others' comments.
- Always *act respectfully*, even in disagreement. If you do disagree with a reading or statement, avoid comments or language intended to provoke or disparage others. Obviously, we will never engage in personal attacks nor use sexist, racist, homophobic, or otherwise antagonistic language. When in doubt about a term, use the terms individuals themselves use to describe themselves and their identities. If someone says something that you find offensive, react to the *comment* (not the person) by asking them to first clarify what they said. Then, if appropriate, respectfully pose counter-arguments to challenge the assertion or explain why the remark was offensive to you.
- Communicate with me if you feel uncomfortable about a class discussion or dynamic. I want class to be a good experience for everyone, and I may be unaware of something challenging that. Please do let me know any concern. At your choosing, we can email or chat privately during office hours or after class.

COURSE POLICIES

Academic integrity and plagiarism

Please take a moment now to (re)familiarize yourself with the University's rules and regulations regarding academic integrity: <http://www.students.wisc.edu/doso/academic-integrity/>.

I take these policies seriously, as should you. Cheating or plagiarism will involve disciplinary penalties and procedures outlined by the Dean of Students. Make sure that all work that you submit is either your own or is properly acknowledged. Proper acknowledgment includes using quotation marks and providing accurate page numbers for any direct quotes used in any written submissions, including discussion-leader memos and the group project report.

Accommodations

Please contact me early in the semester if we should discuss any accommodations or adaptations to help you succeed in this course. I want to make class as productive as possible for everyone.

McBurney Disability Resource Center (608-263-2741): This campus center offers a variety of relevant resources including evaluation and recommended accommodations.

Athletics: If you are a UW-Madison athlete and your sport will affect your attendance in class, please let me know in the first two weeks of class.

Religious observance: If a religious observance conflicts with class or an assignment deadline, please let me know within the first two weeks of class so we can accommodate the date(s).

Contacting me

Many questions that students ask outside or right after class would really benefit the class as a whole. If you have relatively straightforward questions (to clarify an assignment, etc.), please try to raise these *during class* so others can benefit too.

If you miss class or workshop, always first contact a classmate to find out what you missed. I recommend that you get their notes from that day and that you also review your pod-mates Google doc notes from the main class.

If you have more involved questions or concerns or would just prefer to chat with me individually, I am happy to schedule an office hours appointment with you. Occasionally I can stay a bit after class to chat as well. I will try to arrange some availability

I do my best to respond to emails in a timely manner, but at times it may take me up to 24 hours to respond. This means that you cannot count on me responding to questions about assignments the night (or a couple of hours) before they are due.

Diversity: Actively welcomed in our classroom

We enthusiastically welcome a diversity of backgrounds, experiences, and voices not just in our readings but in our classroom as well. We learn from each other.

Please see the following page, "Inclusivity at UW-Madison", written by Sociology Professor Christine Schwartz, for some great tips on how to be more inclusive in interactions. If you have additional suggestions, please do let me know.

University resources

Mental health support, including suicide prevention
<https://www.uhs.wisc.edu/mental-health/>

Services related to assault, dating violence, stalking
<https://www.uhs.wisc.edu/survivor-services/>

Responding to sexual assault
<https://www.uhs.wisc.edu/survivor-services/sexual-assault/>

University sexual assault prevention efforts
<https://www.uhs.wisc.edu/prevention/violence-prevention/>

Substance abuse, including alcohol and marijuana
<https://www.uhs.wisc.edu/prevention/substance-abuse-prevention/echeckup-alcohol-marijuana/>

UWPD Campus Safety Guide
<https://uwpd.wisc.edu/content/uploads/2015/09/asr11.pdf>

Inclusivity at UW-Madison

Message from campus leaders:

“UW-Madison is committed to fostering a campus environment where every student can learn, feels safe and valued, and is able to thrive.” – Chancellor Rebecca Blank

“Diversity is a source of strength, creativity and innovation for our campus. We’re focused on listening to and learning from our students and community members and taking the right steps to improve the campus climate.” – Patrick Sims, Chief Diversity Officer

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Badgers who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 87% of UW students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UW-Madison community.” They also said they do their best to behave inclusively, though they sometimes worry about saying the wrong thing. While overt acts of discrimination occur at UW, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

Do these things...	...but not these things
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Assume you know about an individual’s abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at bit.ly/UWdiverse .	Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what terms or phrases they find offensive.	Tell someone they are different from “typical” members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Remain silent when you see others engage in discrimination. Speak up!

Questions about this page? Send an email! schwakopf@wisc.edu

Course Schedule: CES 140, Spring 2023

Week	Date	Topic	Reading due (to be discussed)
1	1/24	Course introduction	no reading due
Some sociological fundamentals, to start			
1	1/26	Social structure, social theory, and 'nature'	Capek, Stella. 2009. "The Social Construction of Nature..." In <i>Twenty Lessons in Environmental Sociology</i> .
2	1/31	The sociological imagination, society, structure and agency	Alexander, Jeffrey, et al. 2018. "What is Sociology?" In <i>A Contemporary Introduction to Sociology</i> .
	2/2	How do different forms of groups and relatedness affect our lives?	Giddens, Anthony, et al. 2021. "Networks, Groups, and Organizations." In <i>Essentials of Sociology</i> (8th ed.).
Sociological thinking on "community," "place," and modernization			
3	2/7	Early sociological writings on community and urbanization; Is community a thing of the past?	Tönnies, Ferdinand. 1887. "Community and Society." In <i>The Urban Sociology Reader</i> . Simmel, Georg. 1903. "The Metropolis and Mental Life." In <i>The Urban Sociology Reader</i> .
	2/9 QUIZ 1	Ongoing sociological discussion: Is community a thing of the past?	Wirth, Louis. 1938. "Urbanism as a Way of Life." In <i>The Urban Sociology Reader</i> . Fischer, Claude. 1975. "Toward a Subcultural Theory of Urbanism." <i>American Journal of Sociology</i> .
4	2/14	What about our social networks?	Wellman, Barry, and Barry Leighton. 1979. "Networks, Neighborhoods, and Communities." <i>Urban Affairs Quarterly</i> .

4	2/16	Virtual communities; imagined community?	<p>Gruzd, Anatoliy, et al. 2011. "Imagining Twitter as an Imagined Community." <i>American Behavioral Scientist</i>.</p> <p>Blackshaw, Tony. 2013. "Virtual Communities." In <i>Key Concepts in Community Studies</i>.</p>
5	2/21	Social networks and the internet: How does community 'fit in'?	Hampton, Keith, and Barry Wellman. 2018. "Lost and Saved...Again: The Moral Panic about the Loss of Community Takes Hold of Social Media." <i>Contemporary Sociology</i> .
	2/23 QUIZ 2	"Place" and the modern community	<p>Flora, Cornelia, et al. 2015. "Defining Community." In <i>Rural Communities: Legacy and Change</i> (5th ed.).</p> <p>Gieryn, Thomas. 2000. "A Space for Place in Sociology." <i>Annual Review of Sociology</i>.</p>
Community as a sense of belonging			
6	2/28	What is a "sense of belonging?"	Johnson, Dawn, et al. 2007. "Examining Sense of Belonging Among First-Year Undergraduates from Different Racial/Ethnic Groups." <i>Journal of College Student Development</i> .
	3/2	Social support: Benefits of being in community	Wellman, Barry, and Scot Wortley. 1990. "Different Strokes from Different Folks: Community Ties and Social Support." In <i>American Journal of Sociology</i> .
7	3/7	Experience of community, varying by ethnicity and class	Chávez, Sergio. 2005. "Community, Ethnicity, and Class in a Changing Rural California Town." In <i>Rural Sociology</i> .
	3/9 QUIZ 3	Community enclaves	Portes, Alejandro, and Robert Manning. 2001. "The Immigrant Enclave: Theory and Empirical Examples." In <i>Social Stratification: Class, Race, and Gender in Sociological Perspective</i> (2nd ed.).
SPRING BREAK			
3/14			
3/16			

		Social identities and social categories; inclusion and exclusion	
8	3/21	Social identities and social categories as influences on community	Blackshaw, Tony. 2013. "The Dark Side of Community." In <i>Key Concepts in Community Studies</i> . Cerulo, Karen. 1997. "Identity Construction: New Issues, New Directions." In <i>Annual Review of Sociology</i> .
	3/23	Environmental inequality: Residential segregation	Massey, Douglas, and Jonathan Tannen. 2016. "Segregation, Race, and the Social Worlds of Rich and Poor." In <i>The Dynamics of Opportunity in America: Evidence and Perspectives</i> .
9	3/28	Drawing boundaries of inclusion and exclusion	McPherson, Miller, et al. 2001. "Birds of a Feather: Homophily in Social Networks." <i>Annual Review of Sociology</i> . Lamont, Michèle, and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." <i>Annual Review of Sociology</i> .
	3/30 QUIZ 4	Neighborhoods and inequality	Sampson, Robert. 2012. "Legacies of Inequality." In <i>Great American City: Chicago and the Enduring Neighborhood Effect</i> .
		Collective identities and the 'environment'	
10	4/4	Identity manipulation by corporate interests	Bell, Shannon, et al. 2019. "Protecting the Power to Pollute: Identity Co-Optation, Gender, and the Public Relations Strategies of Fossil Fuel Industries in the United States." <i>Environmental Sociology</i> .
	4/6		Shriver, Thomas, et al. 2014. "Power, Quiescence, and Pollution: The Suppression of Environmental Grievances." <i>Social Currents</i> .
11	4/11	'Being neighborly' meant not opposing local fracking?	Jerolmack, Colin, and Edward Walker. 2018. "Please in My Backyard: Quiet Mobilization in Support of Fracking in an Appalachian Community." <i>American Journal of Sociology</i> .
	4/13 QUIZ 5	Unnatural disasters: The social production of environmental risk	Tierney, Kathleen. 2014. "Communities and Societies at Risk" In <i>The Social Roots of Risk: Producing Disasters, Promoting Resilience</i> . Lloréns, Hilda. 2018. "Ruin Nation." NACLA Report on the Americas.

Environmental justice for different communities			
12	4/18	Two sides of the same coin: Environmental injustice and environmental privilege	Park, Lisa Sun-Hee and David Pellow. 2011. "Introduction: Environmental Privilege in the Rocky Mountains." In <i>The Slums of Aspen: Immigrants vs. the Environment in America's Eden</i> .
	4/20	Expanding the environmental justice frame	Pellow, David. 2018. "Critical Environmental Justice Studies." In <i>What is Critical Environmental Justice?</i>
13	4/25	BLM and environmental justice	Pellow, David. 2018. "Black Lives Matter as an Environmental Justice Challenge." In <i>What is Critical Environmental Justice?</i>
	4/27 QUIZ 6	Indigenous peoples and environmental justice	Gilio-Whitaker, Dina. 2019. "Environmental Justice Theory and Its Limitations for Indigenous Peoples." In <i>As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock</i> .
14	5/2	Ecofeminism: Rethinking environmental justice and sustainability	Gaard, Greta. 2017. "Environmental Justice," "Reimagining Sustainability," and "Introduction: Critical Ecofeminism." In <i>Critical Ecofeminism</i> .
	5/4	Sustainability goals, but gentrification outcomes?	Curran, Winnifred, and Trina Hamilton. 2012. "Just Green Enough: Contesting Environmental Gentrification in Greenpoint, Brooklyn." <i>Local Environment</i> .

This schedule is subject to change at the instructor's discretion. Any changes in readings or dates, however, will be posted in advance on Canvas and discussed in advance in class. Thanks.