

Office Hours: Mon. 11-11:45 a.m.; Wed. 5-5:45 p.m. and by appointment.

COURSE DESCRIPTION: The course focuses the connections and collisions between the social and natural worlds, an overview of the defining environmental problems of our time and the search for effective social solutions. We examine the institutions, power relationships, everyday behaviors and attitudes that influence wilderness preservation, resource use and production, social equity, human health and well-being and paths to future sustainability. To fully study these issues, we take a critical approach to popular ideas about population growth, economic growth, green technology solutions, and even the road to happiness.

OBJECTIVES: After this course, students will:

- 1) Recognize the complexity of environmental issues and their inherent human element.
- 2) Be alert to the interrelationship of local and global in environmental problems and issues.
- 3) Recognize the conflicts and inequalities in natural resource use, food/agricultural practices, wilderness preservation, population, and climate change, etc.
- 4) Use sociological tools to evaluate human demands on the natural world.
- 5) Become informed and capable citizen decision-makers, with leadership skills.
- 6) Gain practical experience and improve interpersonal, team, research and advocacy skills.

READINGS: Two required textbooks and supplementary readings. (See below for bibliography of text and recommended books.) In class readings include news articles, research summaries, essays, and poetry. Assigned readings not in the texts are posted online in D2L.

TEXT: Buy texts in the bookstore, or online. Carolan's text is on Kindle. Both are on 2 hour reserve in Norlin.

- Carolan, Michael. 2012. *Society and the Environment: Pragmatic Solutions to Ecological Issues*. Westwood Press: Boulder, CO.
 - Kindle version: http://www.amazon.com/Society-Environment-Pragmatic-Ecological-ebook/dp/B00BSEQMP4/ref=tmm_kin_title_0
- Owens, David. 2011 *The Conundrum: How Scientific Innovation, Increased Efficiency, and Good Intentions Can Make Our Energy and Climate Problems Worse*. Riverhead Books (available used)

Recommended Books—No need to buy these, but lecture material is expanded in these texts. They are on reserve in Norlin library.

- *Twenty Lessons in Environmental Sociology*. 2009. Editors Kenneth A. Gould and Tammy L Lewis. New York: Oxford University Press. Paperback
- Szasz, Andrew. 2007. *Shopping Our Way to Safety: How We Changed From Protecting the Environment to Protecting Ourselves*. University of Minnesota Press, 2007. Paperback.
- Jones, Ellis. 2010. *The Better World Shopping Guide*. New Society Publishers: Gabriola, BC Canada

WRITING: (About 50 %) Class assignments include three short response papers (about 4-500 words) on experiences outside the classroom; short assignments, partially done in class, and a two part "social advocacy project on a socio-environmental topic chosen from the categories in the text. The project includes a class presentation (done with a group), and a persuasive letter on your issue to an influential person requesting a remedial action or policy change. The presentation incorporates class concepts and research on the supporting your position and is turned in on D2L

SOCY 2077 Environment & Society~Godfrey

ONLINE CHAPTER QUIZZES: Weekly reading is accompanied by a brief online quiz accessible. (20% of your grade). These reinforce important information and enhance discussions and group work. Your best score of **two chances** is recorded. The **top 10 scores** are used to determine your quiz grade. Quizzes close **before the class the reading is discussed**. Due dates may also be on the syllabus and the D2L calendar.

FINAL: The final (10 percent) is written in response to a provocative essay. It is not cumulative, but students need to demonstrate comprehensive understanding and application of course concepts.

IN-CLASS PARTICIPATION: Competent social interaction is fundamental to solving environmental problems discussed in class. Hence, attendance and participation are included as 20 % of your grade. Measurement of participation is both objective (ex. Attendance, in-class writing) and subjective (preparedness and level of commitment).

PARTICIPATION: Includes questions and comments during class discussion, emails (not absence and grade questions), office visits, use of class D2L site, in-class writing and end of semester reflection. Using phones or computers inappropriately detracts from your score. 10 %

GROUP PARTICIPATION: Don't panic, it's individually graded. Students join groups based on similar environmental concerns for in-class activities. During the second half of the semester the group works together to coordinate a PowerPoint presentation on a socio-environmental problem, its background and individual social actions taken (see writing section). Attendance matters. 10%

EXTRA CREDIT: Extra assignments are offered when a significant portion of the class needs better understanding (improved grades) on an issue. I do not assign extra credit on an individual basis, but if you are not doing well, come see me. I can usually help you bring your grade up.

***Office Hours:** I enjoy student visits to discuss projects, clarify material, go over tests and papers and discuss your progress in the class. **In case of absence**, I won't redo the lecture you missed, but if you review material posted on D2L or notes obtained from other class members, I will answer questions and make sure you have all the material correctly.

I encourage all international students and anyone interested in accommodations (including athletes) to make an office visit before the fourth week of class.

EVALUATION: All your assignments, participation and tests contribute to your final grade based on the CU grading scheme of the letter grades A to F. *Federal law prohibits sharing grade information by email.* Make an appointment or come to office hours. **Make sure to keep all graded/marked papers (including class activities), in case you want to discuss grade changes.**

Summary: The *planned* weight of course assignments:

Writing:	50 %	Class/Group participation	20%
Online quizzes:	20%		
Final:	10 %	Total	100 %

ACADEMIC HONESTY:

Of course I expect you to do your own work. Academic dishonesty includes *all* actions that misrepresent the work of others as your own. Make sure you understand how to cite the work of others, whether paraphrasing, quoting or just making a reference to an idea. For definitions and University regulations regarding academic

dishonesty, see the University Honor Code: www.colorado.edu/academics/honorcode. The definitions for infractions are found here: <http://www.colorado.edu/academics/honorcode/about/definitions.htm>

Conduct and courtesy: We all are expected to adhere to the behavior standards listed in the Rights and Responsibilities Regarding Standards of Conduct. The specific policy may be found at www.colorado.edu/policies/classbehavior.html. Computer use in the classroom is restricted and at the discretion of the instructor.

Sexual harassment is not tolerated. For more information on maintaining a fair and safe environment or sexual harassment policies and reporting see www.colorado.edu/sexualharassment or call the Office of Sexual Harassment at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550.

ACCOMODATIONS

Many students deserve accommodations for specific instances, but academic policy requires written documentation to receive ongoing accommodations. Contact **Disability Services** at 303-492-8671, C4C Room N200, or <http://www.colorado.edu/disabilityservices>. Give me the written documentation you receive by the third week of class, or as soon as you receive it.

If you are involved in **University sponsored activities** (including sports or club activities) that result in missing class, please provide a copy of the letter from the sponsor/coach and inform your group members of conflicts.

Religious Observances: If class activities, or assignments conflict with your religious practices please notify me by the third week of class, so I can make alternative arrangements.

Illness: If illness interferes with class--including attendance, tests, and assignment due dates—please use the appropriate procedure:

- **NOTES:** Check on D2L and/or other students to get any notes you miss due to absence.
- **QUIZZES:** If you are too ill to take a quiz, you must notify me by email as soon as possible. Because I drop quiz grades, not all quizzes will be made up.
- **ASSIGNMENTS** if you cannot complete an assignment on time, you must email me by the due date, and attach a copy of the work you have completed thus far.

The Writing Center: Located in Norlin Library, Room E-156, this free service provides a one-to-one meeting with a writing consultant for sound advice at ANY stage of your writing process. They teach strategies to formulate and organize strong thesis statements, use and cite evidence appropriately, master style and grammar, and overcome writing anxiety AND it is FREE! Please visit <http://www.colorado.edu/pwr/writingcenter.html>, email wrtghelp@colorado.edu, or call (303)735-6906.

DETAILED SCHEDULE

PLEASE NOTE: Things happen. Better ideas, including student generated ideas, happen. Changes in the syllabus may become desirable. Any changes will be communicated promptly by email and posting on D2L.

ENVIRONMENTAL PROBLEMS ARE SOCIAL PROBLEMS

- **Jan. 18-20 Week 1: Developing a sociological imagination**

- Wednesday: Introduction to the course and to each other. Review syllabus, assignments, policies.
 - activity (picturing the environment)
 - Assignment for next class: Read Mills, “Sociological Imagination: The Promise” (on D2L);
- Friday: Sociological thinking: How to ask questions about what I observe?
 - Adam Frank, “Explore an Alien Planet,” compare with Mills.
 - Lecture: Sociological perspectives, using sociological terms.
 - In class activity Fill out goals and knowledge survey (to hand in)
 - Group Discussion: share personal goals (using survey)
 - Next Assignment: Read Chapter 1 in Carolan text (also posted on D2L);
Conundrum pg. 1-14
 - Quiz 1 on D2L
 - Syllabus Quiz on D2L

Section I: Defining the environmental problem as social

- **Week 2—Jan 23-27: Socially Constructed Nature: Unpacking “environmental” meanings.**

- Quiz 2 due before Wed. class

- Monday:
 - Adventure Assignments: Hand out and discuss assignment for two extracurricular experiences and accompanying reflection papers.
 - Assignment due Wednesday: Read Capek “The Social Construction of Nature”
 - Take Quiz 2 on D2L
- Wed. ~ Social Construction, Naturework lecture
 - In class photo project
- Fri. ~ The role of religious belief. (White and Weber)
 - In-class activity: Micmac/Leopold/Oliver
 - Next Assignment: Read “US Environmental Movements” Rob’t Brulle.
 - Take Quiz 3 on D2L

- **Week 3 –Jan. 30 – Feb. 3 Environmentalisms and Media messages**

- Quiz due before Mon. class

- Mon. ~ Dissecting the environmental movement – Brulle’s categories, terms.
 - What kind of environmentalist are you? Activity with hand-in
- Wed. ~ Video, “Fierce Green Fire”
 - The many meanings of nature and environmentalism
 - For next class read Marwick “Memes”
- Fri. ~ Communicating nature: images and words
 - Meme-making, random group; publish
 - Writing Assignment: Analyze media’s env. messages. Due Sun. 5 p.m.2/12 on D2L
 - Assignment: Read Chapter 2 in Carolan (also posted on D2L)
 - Before class-take Quiz 4 on D2L

- **Week 4: Feb. 6-10: Conflict over Global Climate Change/Greenhouse Gases**

- Mon. ~ Lecture/Discussion on GHG/Climate reading
 - Rockstrom talk “planetary boundaries”
- Wed. ~ Disaster and Risk, sociological analysis tools
- Fri. ~ **Video: Frontline: Climate of Doubt** Reaction paper in class/D2L

Read Chapter 3 in *Carolan* (also posted on D2L)

DUE SUNDAY: Media Analysis

Before class: take Quiz 5

- **Week 5 Feb. 13-17: Waste**

- Mon. ~ Lecture/Discussion Landfills and Ocean Dumping
 - What is waste and where does it end up.
- Wed. ~ Recycling—answer to waste or permission slip to consume?
- Fri. ~ Speaker/CU and Zero waste

▪ **Next Assignment: Read Chapt. 4, biodiversity**

▪ **Take Quiz 6 on D2L**

- **Week 6 Feb. 20-24 Biodiversity**

- Mon. Chapter discussion. Eco/Anthropocentric reasons for preserving diversity
- Wed.: Eco-services, discovery, culture
 - Animals/Plants: their interests and rights
- Fri.: Laws of the Market vs. Ecology;

• **DUE SUNDAY: First Adventure**

• **Due preliminary topic**

▪ **Assignment due Monday Read Chapter 10: Political Economy**

▪ **Take Quiz 7 on D2L**

- **Week 7 Feb. 27- MAR 3: Political Economy**

- Mon. ~ Political Economy, Chapter concepts, treadmills, contradictions. Eco-footprint.handout
 - Ecological footprint, video
 - **Do basic eco-footprint at home**
- Wed.: ~ Consumerism, social pressure to buy, equity issues. Project topics discussion
- Fri. ~ Footprint discussion, Green capitalism, alternatives video

○ **Turn in EcoFootprint feedback D2L**

▪ **Assignment due Monday: Read Chapter 11 in *Carolan*: Governance**

▪ **Take Quiz 8 on D2L**

- **Week 8: Mar. 6-10: Governance**

- Mon. ~ Principals of Governance, Lecture/Discussion
- Wed. ~ Set up groups, catch up. Community Capitals.
- Fri. ~ Reintroduction of the Wolf: Governance activity (in groups)

▪ **Assignment due Monday: Read Chapter 12 in *Carolan*: Inequality and Growth**

▪ **Take Quiz 9 on D2L**

- **Week 9 Mar. 13-17: Inequality and the mystique of growth**
 - Mon. ~ Lecture, Environmental Justice, and Governance
 - Wed. ~ Planetary Boundaries: Growth or. steady state economy group time
 - Fri. ~ EJ video Water First; group activity
 - **Assignment due Monday: Read Chapter 13 in Carolan: From Belief to Behavior**
- **Week 10 Mar. 20-24: From Belief to Behavior**
 - Mon. ~ Lecture/Discussion of Chapter 13
 - Wed. ~ Ongoing “emotional management” vs. Happiness findings
 - Group “happiness” activity
 - Fri. ~ Social Change presentation, group time
 - **DUE: Form with group topics/members finalized**
 - **Assignment due Monday: Read Chapter 8 in Carolan: Food:**
- **Mar. 25 – Apr. 1: Spring Break**

Consider reading part or all *The Conundrum*. Quiz opens week 12, closes week 14
- **Week 11 April 3- 7: Food**
 - Mon. ~ Chapter discussion, Group presentation schedule presented
 - Wed. ~ Meat group discussion with in class readings, group time
 - Fri. ~ Speaker on food justice
 - **Assignment due Monday: Read Chapter 9 in Carolan: Energy**
- **Week 12 Apr. 10-14 Energy**
 - Mon. ~ Chapter discussion, technology/alternative energy
 - Wed. ~ In class activity: Fermi’s Paradox, group time
 - Fri. ~ Group presentations

• **DUE: Apr. 3, Second Adventure**

• **READ CONUNDRUM**

• **Take quiz 13, 14 Conundrum1 & 2**

FACING OUR ENVIRONMENTAL RISKS

- **Week 13 Apr.17-21 : The Conundrum**
 - **Student reports and social action**
 - **Take quiz 13, 14 Conundrum1 & 2**
- **Week 14 Apr. 24-28. The Conundrum**
 - **Student reports and social actions**
 - **D2L Review the required letter format**

WHAT WE DO-- SOCIAL ACTION LETTERS

- **Week 15: May 1-5 Social Action letter**
 - **Monday, The power of social action video; Eco-modernization, theory review**
 - **Wed. theory review: workshop to edit action letters**
 - **Fri. LETTERS DUE**
 - **Review for Final: workshop Q&A, article discussion**
 - **Questions re: course reflection**

- **Week 16 Finals Week:**
 - **Reflection/Letter rationale due on D2L: Turn in your final by 7 p.m. Wed. May 10**
 - You will be able to submit this final at an earlier time.

Classmate Information:

Get contact information from a few of your classmates. Consider those on this list as resources for notes, questions and a future study buddy or adventure companion:

Name: _____ Email: _____

Name: _____ Email: _____

Name: _____ Email: _____

Group Topic _____ Member List

Name: _____ Email: _____

Name: _____ Email: _____

Name: _____ Email: _____

Name: _____ Email: _____

Name: _____ Email: _____

Name: _____ Email: _____