COURSE DESCRIPTION: The course focuses on the intersection between the social world and the natural world. Sociological explanations for our environmental issues include historical, social, economic and geographic conditions. The class is highly interactive, and experiential. Students use the text, readings, videos and case studies to reveal the complexity and interconnectedness between people, places and problems. We include the social structures, power relationships and inequalities related to wilderness preservation, sustainability, environmental justice, pollution, and natural resources for our material needs. Using a critical, social constructionist perspective, we challenge broadly held ideas such as the need for continual growth in our economic system, that technology is the answer to our environmental problems or that personal happiness increases with wealth. Students gain a broader understanding of the obstacles and opportunities associated with care of the environment.

OBJECTIVES: After this course, students will:

1. Recognize the complexity of environmental issues and the human element inherent in them.
2. Be alert to the interrelationship of local and global in environmental problems and issues.
3. Able to recognize the sociological underpinnings of conflicts and inequalities, local and global, linked to issues such as natural resource use, food/agricultural practices, wilderness preservation, population, and climate change.
4. Gain access to a range of sociological tools that help make sense of the social world and its articulation with the natural world.
5. Become more able citizen decision makers in the future, and possess the tools to become leaders.

READINGS: A wide range of readings and videos supplement the textbook. (See below for bibliography of text and recommended books.) Readings include news articles, essays, study summaries and poetry. Some reading occurs in class as part of discussion groups and problem solving. Any readings not in the text are posted online in D2L.

TEXT: The text is for sale in the bookstore, online, as a Kindle edition, and a copy is on reserve in the library.

* Carolan, Michael. 2012. Society and the Environment: Pragmatic Solutions to Ecological Issues. Westwood Press:
* Kindle version: [http://www.amazon.com/Society-Environment-Pragmatic-Ecological-ebook/dp/B00BSEQMP4/ref=tmm\_kin\_title\_0](http://www.amazon.com/Society-Environment-Pragmatic-Ecological-ebook/dp/B00BSEQMP4/ref%3Dtmm_kin_title_0)

Recommended Books—Much of the lecture material is expanded in these texts. Although you do not need to buy these, I recommend them for their content. All are on hold in the library, and can be obtained used.

* *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.
* Owens, David. 2011 *The Conundrum: How Scientific Innovation, Increased Efficiency, and Good Intentions Can Make Our Energy and Climate Problems Worse.* Riverhead Books
* Jones, Ellis. 2010. *The Better World Shopping Guide.*  New Society Publishers: Gabriola, BC Canada

WRITING: Class assignments include 3 short (400-500 word/ 2 page) papers, 25 pts. each, in-class reflections, a position project a 4-5 page research paper describing the information that led you to take a position on a social/environmental issue of your choosing with a position letter to an influential person. The final is a “dictionary of terms” Total = 225 points

IN-CLASS PARTICIPATION: This is a lower division class that meets both core and specific major requirements. It attracts students from many disciplines with varying knowledge bases. Because the issues this class addresses are deeply embedded in our social world, attendance and participation (both social activities) are worth a significant portion of your grade. **Bring your clickers to every class!** I use iClickers, vocal participation, office visits and in-class written work to measure your participation. It is only through this kind of interaction that our environmental problems will be solved. I try to make every class meaningful, but it is ultimately the participation of all students that makes it a success. Measurement of participation is both objective (ex. clicker responses) and subjective (see below). Your investment in this part of the class is worth 150 points.

PARTICIPATION: Includes questions and comments during class discussion, iClickers, emails (not including absence and grade questions), and free-writing. Participation is also used to gauge attendance. 75 points.

GROUP WORK: You will join a mutual interest group at week 4/5. Ongoing activities include group problem-solving exercises, and discussion prior to free writes. As part of the group, each student gives a brief (4 minute) oral presentation (outlining the social action described in writing section, 25 pts.) at the end of the semester. Peer evaluation is a part of this grade (15 pts.) 75 points.

EXAMS: Two short tests (25 points each) **and** a comprehensive test (50 points) covering text and lecture. This is about 15% of your grade, and measures how well you remember basic information. 75 points.

FINAL: In lieu of a final exam, students submit a “dictionary” of terms, theories and concepts used in environmental sociology. Entries should be compiled through the semester from readings, lectures and outside experiences. It’s best to update it before each test. Students are encouraged to make it useful for themselves and their major course of study. The dictionary is graded on its organization, breadth, read-ability and accuracy and counts as 15 percent of the grade. 75 points.

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

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

Writing: 200 points 40 %

Exams: 75 points 15%

In-class participation (30%)

 Activities : 75 points 15 %

Group/Attendance: 75 pts 15 %

Final: 75 points 15 %

**Total 500 points 100 %**

ACADEMIC HONESTY:

In the final analysis, the way you produce your work is a demonstration of your work ethic. I expect you to do your own work. Academic dishonesty includes all actions that misrepresent the work of others as your own. For definitions and University regulations regarding academic dishonesty, see the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode). The definitions for infractions are found here: [http://www.colorado.edu/academics/honorcode/about/definitions.htm](https://culink.colorado.edu/wm/mail/fetch.html?urlid=g7c69ed5f346252538bbf4bfbc5dcf229ej9p5nljgl&url=http%3A%2F%2Fwww.colorado.edu%2Facademics%2Fhonorcode%2Fabout%2Fdefinitions.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](http://www.colorado.edu/policies/classbehavior.html). Computers are not allowed in the classroom.

**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](http://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.

**\*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 bring in notes obtained from other class members, I will discuss it and make sure you have all the material correctly.

**Office visits: *All international students and anyone needing accommodations (including athletes)* are asked to make an office visit before the fourth week of class.**

ACCOMODATIONS

\*Many students deserve accommodations, but academic policy requires written documentation to receive them. Please 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, you must inform me by the second week of class, or as soon as you become aware of the conflict.

\***Religious Observances**: I will do my best to accommodate your religious practices if you notify me by the third week of class, about dates of tests, assignments and/or class attendance that conflict with your practice.

\***Illness:** It happens, unfortunately, andmay interfere with class, including attendance, tests, and assignment due dates. Here are directions on how to handle each of these situations.

* NOTES: You must connect with other students to get any notes you miss due to absence.
* TESTS: If you are too ill to take a test, you must notify me by email as soon as possible.
* 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.
* **Important:** A doctor’s note is required to make up tests or extend assignment deadlines.

**The Writing Center**: Located in [Norlin Library,](http://www.colorado.edu/campusmap/map.html?bldg=LIBR) [Room E-156, this free service provides a](http://www.colorado.edu/PWR/writingcenter_e156.html) 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.

Grades cannot be discussed by e-mail. (It’s a federal offense!) Make an appointment or come to office hours.

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

**DETAILED SCHEDULE**

* **Aug. 26-30 Week 1: Awakening the sociological imagination**
	+ Monday: Introduction to the course and to each other. Review syllabus, assignments and policies.
		- * + Assignment for next class: Read Mills, “Sociological Imagination: The Promise” (on D2L);
	+ Wednesday: Lecture, discussion **Bring iClickers!**
		- Video
			* + Assignment: Read Chapter 1 in Carolan text (also posted on D2L)
	+ Friday: What do we want to know and how can we learn it.
		- Lecture: Sociological perspectives, using sociological terms, (final socy “dictionary”). Our environment, our values and the contradictions
		- In class activity Fill out goals and knowledge survey (to hand in)
		- Group Discussion: share personal goals (using survey)
			* Next Assignment: Read Capek “The Social Construction of Nature” and
			* “US Environmental Movements” Rob’t Brulle.

**Section I: Defining the environmental problem as social**

* **Week 2—Sept. 4, 6: Nature as Socially Constructed: Unpacking meanings of our “environment”**
	+ Mon. ~ Labor Day, no class.
	+ Wed. ~ The many faces/definitions of “Nature.” Who gets to say what counts?
		- * In class Activity: Picturing the environment. “Birdsong” Leopold (handout)
	+ Fri. ~ Lecture: Theories of Nature’s meaning, why is it important? Can you get “Nature Deficit Disorder” (Richard Louv).
		- * ~ Adventure Assignments: Hand out and discuss assignment for three extracurricular experiences and accompanying reflection papers.
			* Next Assignment: Read Chapter 2 in *Carolan* (also posted on D2L)

**FACING OUR ENVIRONMENTAL RISKS**

* **Week 3/ Sept. 9, 11, 13: Greenhouse Gases**
	+ Mon. ~ Lecture/Discussion on assigned reading
		- Next Assignment: Video: Frontline: Climate of Doubt (on D2L
	+ Wed. ~ Media and conflicting ideas of Climate Change. *(Clicker Survey*)
	+ Fri. ~ Environmental Health
		- (reminder—work on your dictionary!)
		- Next Assignment: Read Chapter 3 in *Carolan*
* **Week 4/Sept. 16, 18, 20: Waste**
	+ Mon. ~ Lecture/Discussion on assigned reading
		- * Assignment: Video on D2L
	+ Wed. ~ Landfills and Ocean “Garbage Dumps”
	+ Fri. ~ Recycling—Answer to Consumption or Instigator? Speaker
* **Week 5/Sept. 23, 25, 27 Bio-diversity**
	+ Mon. ~ Lecture and discussion of reading, anthropocentric vs. ecocentric perspectives
		- Next Assignment: Read “Are You an Environmentalist,

or Do You Work for a Living?”

* + Wed. ~ Local biodiversity, Tim Seastedt, Wildlands Restoration Volunteers **speaker**
	+ Fri. ~ Favored species (human and other), Wolf dilemma Discussion, Group work
		- Next Assignment: Read Chapter 5 in Carolan: Water
		- DUE: First of your three adventures: Upload on D2L
* **Week 6/Sept. 30, Oct. 2, 4: Water**
	+ Mon. ~ Lecture, discussion of text
		- * Next Assignment: Read “Water Quality: The Boulder Creek Watershed on D2L
	+ Wed. ~ **Speaker**, local water issues, Douglas Dunn, Water Resource Specialist, Boulder County
		- Handout: Quiz topic list
	+ Fri. ~ video “Water First,” Review Q&A for test
* **Week 7/Oct. 7- Quiz; Oct. 9, 11: Population**
	+ Mon. ~ Quiz 1
		- Watch Al Bartlett population video (5 min.)
		- Next Assignment: Read Chapter 6, Population
	+ Wed. ~ Lecture/discussion of text
		- Next Assignment: Watch “Mother—Caring for 7 Billion” link on D2L
	+ Fri. ~ “Gapminder” Population: human rights vs. overpopulation.
		- Group work—go over position project assignment, discuss topics
		- Next Assignment: Read Chapter 7 in Carolan: Transportation
* **Week 8/Oct. 14, 16, 18: Transportation/Food**
	+ Mon. ~ Lecture/Discussion of text
		- Next Assignment: Ecofootprint video and instructions
	+ Wed. ~ Group work, footprints, “buying” activity
		- Next Assignment: Read Chapter 8 in Carolan: Food
	+ Fri. ~ Lecture/text & discussion--Group
		- Due: position project proposal
		- **Bring paper copy to class**
* **Week 9/Oct. 21, 23, 25:Food/Energy**
	+ Mon. ~ Group time, Speaker?
		- Next Assignment: Read Chapter 9 in Carolan: Energy
	+ Wed. ~ Lecture/ Class discussion
		- Handout—Topic list for quiz
	+ Fri. ~ Speaker on Wind/Alternative Energy
		- DUE FRIDAY: Second of three “Adventures” (D2L)

**Section III: Social Structures**

* **Week 10/Oct. 28, 30, Nov. 1:**
	+ Mon. ~ Quiz on material (Carolan chapters 6-9)
		- Next Assignment: View Harvey link on D2L
	+ Wed. ~ Political Economy
		- Read Chapter 10 in Carolan: Political Economy
	+ Fri. ~ Lecture/Discussion political economy
		- Lots of sociological terms in these last lectures: Remember your dictionary assignment!
* **Week 11/Nov. 4, 6, 8**
	+ Mon. ~ continue political economy
		- Group time
		- Next Assignment: Read Chapter 11 in Carolan: Governance
	+ Wed. ~ Lecture/Discussion
		- Group time if possible
	+ Fri. ~Speaker Environmental Racism/ Environmental Justice
		- Next Assignment: Read Chapter 12 in Carolan: Inequality and Growth
* **Week 12/ Nov. 11, 13, 15:**
	+ Mon. ~ Lecture/Discussion of readings
		- Hand out: test topics
			* Next Assignment: View alternative consumption videos on D2L
	+ Wed. ~ Alternative consumption discussion
		- Answer questions about test
	+ Fri. ~ Final test
		- * For Nov. 25 Read chapter 13 in Carolan: Beliefs to Behaviors
* **Week 13/***Nov. 16-24 Fall Break/Thanksgiving*
* **Week 14/Nov. 25, 27, 29**
	+ Mon. ~ Lecture/Discussion of Chapter 13
		- DUE: Last of three adventures (on D2L)
	+ Wed. ~ Ongoing Emotional management vs. Happiness findings
	+ Fri. ~ Presentation: ReWilding the Plains- Gaddy Bergmann

**Section IV: What We Will Do**

* **Week 15/ Dec. 2, 4, 6**
	+ - * Group presentations start
			* Papers, letters/social action evidence due at the time of your presentation
* **Week 16/ Dec. 9, 11, 13**
	+ Group presentations continue
* **Week 17 FINAL DUE on D2L**: Turn in your “Dictionary of Terms” **by 10 a.m. Dec. 19**
	+ **Note: If group presentations are not complete we will meet in our regular classroom during the scheduled finals time (7:30-10:00 a.m.).**

**Classmate Information:**

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

Name: Email: ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Group Topic** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Member List

Name: Email: ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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GRADED ASSIGNMENTS: DUE DATES AND POINTS

REMEMBER: Grades cannot be discussed by e-mail. (FIRPA regulations) Make an appointment or come to office hours.

Assignment Points Due Date Grade Tracker

Adventure 1 25 Sept. 27 \_\_\_\_\_\_

Quiz 1 25 Oct. 9 \_\_\_\_\_\_

Adventure 2 25 Oct. 25 \_\_\_\_\_\_

Quiz 2 25 Oct. 28 \_\_\_\_\_\_

Cumulative Test 50 Nov. 15 \_\_\_\_\_\_

Adventure 3 25 Nov. 25 \_\_\_\_\_\_

Position Project (100)

 Position Paper/Letter 50/25 Dec. \_\_\_\_ \_\_\_\_\_\_

 Presentation 25 Dec. \_\_\_\_ \_\_\_\_\_\_

Final 75 Dec. 19 \_\_\_\_\_\_

Group Work 75 \_\_\_\_\_\_

 Includes quality of joint in-class projects, organization of presentation

Participation 75 \_\_\_\_\_\_

 Includes individual in-class work and verbal contributions, office visits, attendance, clicker responses

**Total:** 500  **\_\_\_\_\_**