



**Environment & Society
(Soc/ES 261)
Syllabus**

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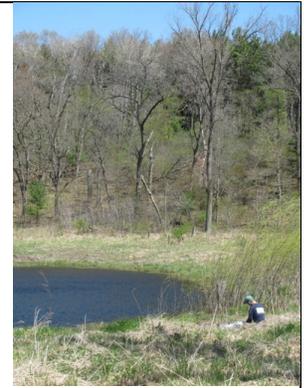
**Environment & Society
(Soc/ES 261-001C)**

Class Meets: MWF 11:30am-12:30pm in Sage 4215

Instructor: Paul Van Auken, Ph.D.; vanaukep@uwosh.edu
 Office phone: 424-2038
 Office location: Sage 4607
*Please come visit during office hours W 1:45-2:45pm and
 T/TH 11:15-12:15; other times by appointment*

*“When we try to pick out
 anything by itself
 we find it hitched to everything
 else in the universe.”*

John Muir



Basic Course Description: Society and the natural environment are vitally linked in a number of ways. In this course, we will explore these linkages at various levels from the local to the global, but with a focus upon your own life and the Oshkosh area as case studies. It will be a discussion- and active-learning oriented course that gets you out into the community.

We will examine the important contributions that sociology can make to the study of natural resources and the environment, which starts with the premise that what appear to be “environmental problems” are actually social in origin. Secondly, we’ll explore the important impacts that the environment and natural resources (and their use) have on social life, and vice versa.

The course is designed to provide you with you with intellectual tools (concepts, frameworks, ideas, and skills) and hands-on experiences that will help you gain knowledge of *sustainability* and its applications: the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being.

We’ll build this knowledge through reading and discussion of sociology and environmental studies texts, journal and newspaper articles, a novel about a future that looks a lot like the past (circa the 1800s), relevant and thought-provoking films, and your active work on a semester-long project.

Learning Outcomes: The goals for this class are consistent with UWO’s commitment to liberal education, which has nothing to do with politics, but rather is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement.

Why liberal education? It teaches you to think, provides you with broad skills, and prepares you to be a more interesting and interested person. Graduates with these traits are increasingly in demand by employers in a variety of fields, and are prepared to be community leaders. These learning outcomes are consistent with UWO’s established Essential Learning Outcomes (found here: <http://www.uwosh.edu/usp/about/essential-learning-outcomes>).

Course Learning Objectives and Outcomes:

Objective	Outcome
<i>Be engaged in your learning.</i>	Demonstrate this by being in class, putting in the time and effort, and enthusiastically participating in the class.
<i>Understand how to apply and critique social scientific frameworks for understanding environmental problems and their solutions.</i>	Demonstrate this through thoughtful participation in class and performance on assignments.
<i>Develop and utilize your sociological imagination in exploring these issues.</i>	Demonstrate this by applying sociological imagination in discussion and assignments.
<i>Learn key environmental sociology concepts and terms—such as place and community, sustainability, consumption and production, externalities, social construction of nature, and environmental justice—to develop an understanding of social/environmental issues.</i>	Demonstrate this by effectively applying appropriate concepts to class discussion and assignments.
<i>Think critically, broaden your worldview, and better understand diverse people, situations, and places, including the ways that environmental problems have local, regional, national, and international causes and consequences.</i>	Demonstrate this by seriously considering multiple viewpoints in class discussions and assignments, recognizing and attempting to move past stereotypes, and making connections between the local and the global.
<i>Learn actively by applying course material to real world situations and getting to know the Oshkosh area better.</i>	Demonstrate this through participation in discussion and formal assignments, particularly your semester project.
<i>Enhance your writing ability, “close reading” and oral presentation skills.</i>	Demonstrate this in all of your written assignments, in-class discussion, and presentations related to your semester project.
<i>Enhance your ability to work in a small group and communicate with people of diverse backgrounds.</i>	Demonstrate this through effective participation in regular class discussions, book club, and semester project work.

Resources and Ground Rules

Resources:

- *Early Alert*: After the third week, you will receive a grade for your overall progress the course, which will be based in part on your initial assessment assignment, a pop quiz, and participation. This process is called “Early Alert.” You will receive this information by email during the 5th week of classes to help you evaluate your study skills and your class attendance to know whether you’re on the right track.
- All UWO students are eligible for one-to-one conferencing at the *Writing Center*. Their free, confidential tutoring is designed to help students work through assignments and gain additional writing skills. The Writing Center is located in the academic support suite of the Student Success Center and here: <http://www.uwosh.edu/wcenter>.
- *The Center for Academic Resources* (CAR) provides free, confidential tutoring for students in most classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Content Tutoring page on CAR’s website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.
- UWO is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University’s accommodation request form and documentation requirements or visit their website at: <http://www.uwosh.edu/dean/disabilities.htm>.
- Please visit this page to read about all the campus services available to support your success: <http://www.uwosh.edu/home/resources>.
- *Newspapers*: I encourage you to read newspapers daily to stay abreast of current events, which Titan Readership (vending machines in Polk and Reeve giving access to newspapers with your student ID card) makes easy.
- I want you to do well in this class (that’s my primary goal). I also want you to come talk to me in my office or after class, if you are confused, have questions, concerns, or ideas to bounce off of me. So, please do it!

Ground Rules:

- Lively discussion will be encouraged, but you will be expected to show respect for the ideas of others.
 - Make sure your *phones/devices* are turned off and put away. Phone ringing or texting in class = counted absent.
 - *Laptops* are not to be used during class unless approved.
 - *Emails*: Read the emails you get from me in your Titan Apps account, as this is official course communication. Feel free to email me when you have questions about assignments and to schedule a meeting for a time during my office hours. Also, please use good email etiquette: start your email with a proper salutation (for example, Dear Professor Van Auken), write in complete sentences, end with a proper closing, etc.; if you don’t, do not expect a response.
 - *Academic misconduct* will not be tolerated. You must do your own work and properly cite ideas you get from things you read. Early in the semester we will talk about proper citation and plagiarism so we’re all on the same page.
- UWO rules:
<http://www.uwosh.edu/deanofstudents/university-policies-procedures>.
- *Late Assignment Policy*: All assignments are due on the specified date. Except in cases of individual and family emergencies, assignments turned in late will receive a 10% per day point reduction for each day they are late.
 - o Grades of Incomplete are reserved for those students who have completed a substantial portion of their coursework and for reasons outside their control cannot complete the remaining assignments.

Professor’s Philosophy:

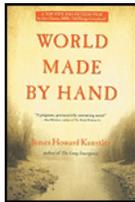
As should become clear, I strongly believe in...

- Tell me, I will forget. Show me, I may remember. *Involve* me, I will understand...and may want to do something about it.
- High expectations—along with support and accountability—encourage high achievement.
- Exposing oneself to new people, places, and situations is critical to becoming a well-rounded person and developing a sociological imagination. Keep this in mind as you make your choices related to this course.
- Putting a lot of information in the syllabus.

Course Requirements

Reading: Much of your reading from this class will excerpts from two books that will lay the foundation for environmental sociology (*An Invitation to Environmental Sociology* by Michael Bell) and environmental studies (*The Post-Carbon Reader* by various authors) approaches to understanding social/environmental issues. Additional readings will provide further depth or case studies. You are expected to read the material and come to class ready to discuss it.

You also have one required book for this course, a novel by Kunstler about a small town in the not-so-distant future when a lack of oil, terrorism, and a flu pandemic have caused life to revert back to that of the 1800s. You will read this on your own, while discussing it periodically with a book club of classmates. Then, you will write an individual book review paper and as a group lead discussion about it.*



Required Book:

Kunstler, James H. 2008. *World Made by Hand*. New York: Grove Press.

This book is found at the university bookstore.

* If you have recently read the Kunstler book, see me; you will instead read *Jewelweed*, by David Rhodes.

Aside from the Kunstler book, your readings are found on electronic reserve (ER)** or through links in the course outline found later in this syllabus.

** Note: Readings found via Titan Files links are sometimes problematic to open. Try cutting and pasting the URL into your browser. And then you'll likely have to log into Titan Files, which utilizes the same username and password as your Titan Mail (if all else fails, email me). Also, "Recommended Readings" listed in the course outline are just that: recommended, for if you would like to dig further into issues related to the assigned readings. Finally, if you are unfamiliar with ER, go to the D2L homepage for the course and click on Library Course Page in the top right corner, and you'll see a link for electronic reserve, along with a bunch of other useful info.

Assignments and Grading:

Semester Project: 100 points
Participation: 50 points
Book Review: 25 points
In-Class Writing, D2L Discussion, and Pop Quizzes: 25 points
Reading Responses and Reading Notes: 20 points
Group Book Review Discussion Leadership: 15 points

This is a total of 235 points. There will be no curve. Points earned on each assignment will be posted on D2L as we move along in the semester. Final grades will be distributed as follows, based on your total points as a percentage of the 235 possible points:

A	92.5-100%
A-	90.0-92.49
B+	87.5-89.99
B	82.5-87.49
B-	80.0-82.49
C+	77.5-79.99
C	72.5-77.49
C-	70.0-72.49
D+	67.5-69.99
D	62.5-67.49
D-	60.00-62.49
F	0-59.99

Grade Interpretation

- A – Indicates truly superior work and active participation in the learning environment. Students at this level demonstrate an ability to think critically in oral and written form, integrate concepts and theories, level of knowledge relevant to the course that is beyond expectations and far above average, and the ability to use this knowledge in unfamiliar situations.
- B – Demonstrates a level of knowledge relevant to the course that is beyond expectations and above average. Will be able to use and extend this knowledge in some situations.
- C – Demonstrates an acceptable and average level of knowledge relevant to the course in terms of familiarity with readings, integration of concepts and theories, level of critical thinking, and active participation. Students at this level should be able to continue learning in this field of study.
- D – Demonstrates less than satisfactory performance in the course requirements and barely adequate level of knowledge relevant to the course. Unlikely to be able to apply knowledge, nor successfully continue studies in this direction.
- F – Demonstrates insufficient knowledge to be given credit for this course, and/or dismal performance and no class participation.

*Note: Your ability to follow directions, demonstrate effort and engagement with the material, think critically and communicate clearly, and practice proper citation (see the *Writing and Citation Guide* on D2L) will be key criteria for grading all assignments.

Specific Assignments

Attention to detail is often the difference between excellence and mediocrity.



Semester Project:
Your semester-long project of research and personal exploration will be the focus of your work in this class. This project is designed to get you

out into the field, into *society*, to observe and reflect upon the relationship between people and their environment, and to do what sociologists and activists do.

You will be asked to apply appropriate environmental sociology concepts that you learn throughout the semester to what you see in the field, make tangible contributions to your community, and present a compelling story about what you learn.

This project will focus on three important elements of society and environment interaction to which we are all directly connected: *consumption*, *place*, and *action*. You will dig into them through individual assignments, including:

- keeping an ongoing Consumption and Place Diary; and,
- taking and reflecting upon photos designed to represent certain concepts or issues (Photo Voice Reflections—PVR);

You will also do group-based work to develop a particular component—such as mission and vision, partnerships and collaborations, potential projects, and funding possibilities—of the class’s plan to create a new local organization that will initially be referred to as the Oshkosh Conservation Corps (OCC). You will gather information in this regard through:

- reading about issues and case studies;
- conducting field work through which you observe what is happening in the Oshkosh area; and,
- visiting existing organizations.

Active, collaborative, community-based learning like this is considered “high impact practice” and found to be beneficial to learning for students from many backgrounds (go here for more info: <http://www.aacu.org/leap/hip.cfm>). This should be a fun and interesting project that demonstrates what you learn throughout the semester.

See the Content page on the course D2L site for the Semester Project Handbook for more details.

Due dates for components of the semester project will be:

- PVR 1 – capture and reflect upon your consumption patterns and sense place: Due week 1 (5 points)
- PVR 2 – capture and reflect upon the concept of sustainability: Due week 2 (5 points)
- PVR 3 – mid-point reflection about a day in your life: Due week 8 (30 points)
- PVR 4 – capture and reflect upon an experience doing fieldwork for OCC (5 points): Due between week 4 and week 12
- PVR 5 – capture and reflect upon your consumption patterns, sense of place, sustainability and action over the course of the semester: Due week 13 (30 points)
- Group OCC Presentation Final Project – creative presentation that presents your group’s plans for OCC: Week 14 (25 points)

Participation: I expect you to attend class and all semester project work (attendance will be taken), and come prepared to engage in thoughtful discussion of the material and demonstrate what you are learning. Therefore, I will determine 25 points of your grade based on your attendance and participation in class debates and discussions.

*It is important that you be in class; but talk to me ASAP if issues arise.

Success in college depends upon you taking responsibility for your education. Based upon this idea, you will determine 15 points of your score based on a self-evaluation of your participation and professionalism.

You also will be expected to collaborate with the small group discussion groups you join at the beginning of the semester (to talk about films, discussion questions, etc.). Five points of your grade will be based on the average score awarded to you by the peers in this group, based on their evaluation of your contribution to discussion.

You will also meet periodically with a book club group to discuss the book review book and develop your discussion leadership of the particular aspects of the book on which you decide to focus. So, 5 points of your grade will be based on the average score awarded to you by the peers in this group, based on their evaluation of your participation in the book club and contribution to your group work.

Note: You must submit a peer evaluation at the end of the semester or you will receive 0/5.

Specific Assignments, cont'd

Attention to detail is often the difference between excellence and mediocrity.

Reading Responses (RR) and Reading Notes (RN): RRs and RNs are designed to help you focus on the assigned readings, develop your critical thinking and writing skills, and come to class prepared to discuss. RR is an in-depth write-up about assigned readings and worth ten points. You will choose when to submit your RR it must be in response to readings *other than* Kunstler but must be in response to other readings on the syllabus, including the “recommended readings”. Your RR should be 2-4 double-spaced pages long and is due by midnight on the day prior to when the readings to which you are reacting will be discussed (e.g. for readings on the syllabus for Friday, your response will be due by midnight on Thursday). See the Content page of the course D2L site for a document (*RR Framework*) that outlines the specific things to address in your response, which will be graded on the thoughtfulness and completeness of your argument. You should write in complete sentences and paragraph form.

*NOTE: If you submit more than one RR, I will drop your lower score(s) at the end (this is why there are 2 dropboxes for RRs on D2L).

RNs have the same purpose as RRs but are designed to be shorter and less in-depth. You are required to complete two 5-point RNs during the semester and one of them can be about a film if you so choose. You will post your RNs about readings on D2L Discussions, where you will also find the RN format and they'll be due in the same manner as RRs. RNs about films will be due by midnight prior to the class after which we concluded watching the film (e.g. if we finished watching the film on a Wednesday, the RN would be due by midnight on Thursday).

Book Review: You will complete a 3-4-page paper worth 25 points about the Kunstler book. You will need to read the entire book to do well. I encourage collaboration throughout the book review process (see Group Work below), but the paper must be written by you alone. Detailed instructions are on the D2L Content page, and you should start reading the book right away. **Due in Week 10.**

Pop Quizzes, In-class Essays, and D2L Discussion Questions: To encourage you to keep up with the assigned reading and to retain the information, you will have a number of 5-point quizzes at various points in the semester, which will generally deal with materials covered in the previous couple weeks. Similarly, to assess your understanding of key concepts (such as sociological imagination, the three primary environmental sociological paradigms, sustainability, ecological conscience, etc.) and help you develop your ability to write academic arguments, you will be asked to write several 5-point in-class essays and responses to discussion questions on D2L Discussions at various points in the semester.

(specific assignments, continued):

Group Discussion Leadership: Early on, you will be divided into groups of 4-6 students each for the semester project, in-class discussion, and Book Club. Time will occasionally be devoted to Book Club meetings so that you can thoughtfully discuss the Kunstler with your group. Your book club will also make a short presentation and lead discussion (for 15-20 minutes) that relates the book to the course and current issues during the week that the review (week 10) is due and this will be worth 15 points. Detailed instructions will follow.

Extra Credit: You will have the opportunity to earn up to 5 points extra credit by either: 1) attending a relevant event/presentation and submitting a 1-2 double-spaced page reaction to the event (briefly summarize what the event entailed and how you felt about it) and how it relates to specific issues covered in class; 2) writing (and having published) a letter-to-the-editor to a local or national newspaper about a topic that relates to our class and turning a copy of the published version; or 3) spending at least one (1) hour volunteering at a nonprofit, charitable organization, doing extra volunteer work, above and beyond what you might be doing for some other purpose. Then write a short paper (2-3 double-spaced pages) about the experience and how it relates to our class. In addition to your paper, you must turn in a signed note, on the letterhead of the organization, from the organization's staff person who supervised you during your volunteer time, briefly confirming the date and time that you were there and what you did.

*Note: You are limited to one of the above options. You are not guaranteed extra credit simply because you submitted an assignment; points will be awarded based on the relevance of the event/article/topic and the thoughtfulness of your writing in terms of describing your reaction to the experience or reading and making connections to the class. Due via D2L by class time on the last day of class.

Submitting work: Unless otherwise instructed, you will submit all your written work to a dropbox on D2L. Review and edit your work carefully before you turn it in, as I will dock points for typos/editing issues (including citation) in your formal written assignments. Use the *Writing and Citation Guide* (found on D2L) for your work, and if you could use some help with your writing, the Writing Center exists for this purpose.

*After you submit an assignment to D2L, check that it has uploaded correctly. Then, check back, as I will leave feedback within your document or put comments in the D2L dropbox.

Course Outline¹

Week 1 (Sep 4, 6) - Building Blocks

*Wed. – Please print, thoroughly read, and bring your syllabus to class and be prepared to ask questions.

*Fri. – Please complete *prior* to this session:

- Read three short pieces about writing and sociological imagination:
 - George Orwell, “Politics and the English Language” (found here: http://orwell.ru/library/essays/politics/english/e_polit)
 - Graff & Birkenstein, “Introduction: Entering the Conversation” [ER]
 - An excerpt from the C. Wright Mills’s classic book of this name (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1441295_1-t_99PwF5NA)
 - **Photo and profile on D2L due (by class time on D2L)**

Recommended Readings:

- *Writing and Citation Guide* on the Content page of D2L
- Some discussion about the continued relevance of sociological imagination, 50 years after publication [found online here: <http://www.ssrc.org/features/view/the-sociological-imagination-50-years-later-reflections-by-craig-calhoun/>]

Week 2 (Sep 9-13) – Environmental Problems and the Concept of Sustainability

*Mon. – Please complete *prior* to this session:

- Read Bell, Chapter 1, “Environmental Problems and Society”, in *An Invitation to Environmental Sociology* [ER]
- Read A Karner Blue Butterfly, “If I Go Extinct I Swear I Will Take As Many Humans With Me As I Can” [found online here: <http://www.theonion.com/articles/if-i-go-extinct-i-swear-i-will-take-as-many-humans,21250/>]

Recommended Readings:

- Foster, “The Vulnerable Planet,” Chapter 1 in *Environmental Sociology* [ER]
- Tidwell, “Snap into Action for the Climate” [found online here: <http://www.orionmagazine.org/index.php/articles/article/2956/>]
- White, “The Barbaric Heart” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4680/>]

*Wed. – Please complete *prior* to this session:

- Read Heinberg, “What is Sustainability?” [link to PDF found here: <http://www.postcarbon.org/report/756603-foundation-concepts-what-is-sustainability/>]
- Read through Oshkosh’s Sustainability Plan [link found here: <http://www.ci.oshkosh.wi.us/SustainableOshkosh/>]

*Fri. – Please complete *prior* to this session:

- Read Foster, “Organizing Ecological Revolution” [found here: <http://monthlyreview.org/2005/10/01/organizing-ecological-revolution/>]

Week 3 (Sep 16-20) – Resources and Ecological Economics

*Mon. – Please complete *prior* to this session:

- Read Farley, “Ecological Economics” link to PDF found here: <http://www.postcarbon.org/report/359952-economy-ecological-economics/>
- Read Kunzig, “The Drying of the West” (p. 48-59) in *Green* [ER]

*Wed. – LAB [when it says “LAB”, this means we are watching a film, having a guest, going somewhere outside of the classroom, etc.]

*Fri. – Please complete *prior* to this session:

- Read Bourne, “The End of Plenty” (p. 72-87) in *Green*



¹ Subject to change

- Read Lappe, "The Climate Crisis on our Plates" [found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-2013903_1-t_AZE0X015/]

Recommended Readings:

- Paarlberg, "Attention Whole Foods Shoppers" [found on D2L Content]
- Kirby, "The CAFOs of Meatopolis – What an (Animal) Waste" [found here: <http://www.grinningplanet.com/articles/agriculture/cafo-factory-farming-animals-article.htm>]
- Laskow, "Cities are Waging a War on Gardens" [found online here: <http://grist.org/list/city-officials-are-waging-a-war-on-gardens/>]

Week 4 (Sep 23-27) - Energy

*Mon. – Please complete *prior* to this session:

- Read Achenbach, "The 21st Century Grid" (found here: <http://ngm.nationalgeographic.com/print/2010/07/power-grid/achenbach-text>)
- Read Bourne, "The Gulf of Oil: A Deep Dilemma" (p. 103-113) in *Green*

Recommended Readings:

- Read Reece, "Hell Yeah, We Want Windmills" [found online here: <http://www.orionmagazine.org/index.php/articles/article/4809/>]
- Zehner, "Introduction: Unraveling the Spectacle", Chapter 1 in *Green Illusions* [ER]
- Fox, "Mountain Top Removal in West Virginia," Chapter 2 in *Environmental Sociology* [ER]
- Ray, "On the Bosom of this Grave and Wasted Land I Will Lay my Head" [found online here: <http://www.orionmagazine.org/index.php/articles/article/297/>]

*Wed. – LAB

*Fri. – Please complete *prior* to this session:

- Read Steingraber, "Sand County, the Sequel" [found online here: <http://www.orionmagazine.org/index.php/articles/article/6811>]
- Read Pregelman, "Wisconsin frac sand sites double; state production is No. 1 in nation" [found online here: <http://www.rivertowns.net/event/article/id/234374/>]
- Read Stern, "Rifts Emerge Amid 'Frac Sand' Rush In Wisconsin" [found online here: <http://www.npr.org/2012/07/23/157217088/rifts-emerge-amid-frac-sand-rush-in-wisconsin>]

Week 5 (Sep 30-Oct 4) - Consumption and Materialism

*Mon. – Please complete *prior* to this session:

- Read Bell, Chapter 2, "Consumption and Materialism", in *An Invitation to Environmental Sociology* [ER]
- Read Van Auken, "Shortening the Distance: An Introduction" [found in *Van Auken SCENE Columns* on D2L Content]

Recommended Reading:

- Berry, "The Idea of a Local Economy" [found online here: <http://www.orionmagazine.org/index.php/articles/article/299/>]
- Kasser, "Family, Community, and the Earth" Chapter 8 in *The High Price of Materialism* [ER]
- Princen et al., "Confronting Consumption" Chapter 1 in *Confronting Consumption* [ER]
- Green Products Infographic [found online here: <http://www.theonion.com/content/node/27565>]

*Wed. – LAB

*Fri – Please complete *prior* to this session:

- Read Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" Chapter 22 in *Environmental Sociology* [ER]
- Read Keim, "I'm Doing My Inconsequential Part for the Environment" [found online here: <http://www.theonion.com/content/node/48223>]

Recommended Readings:

- Nijhuis, "Dressing Locally" [found online here: <http://www.orionmagazine.org/index.php/articles/article/2970/>]
- Pyle, "Pulling the Plug" [found online here: <http://www.orionmagazine.org/index.php/articles/article/466/>]

Week 6 (Oct 7-11) - Environment, Commodity Fetishism, and Fair Trade

*Mon. – Please complete *prior* to this session:

- Read Bell, Chapter 5, “Body and Health”, in *An Invitation to Environmental Sociology* [ER]
- Read Hanscom, “Off our chests: What breasts tell us about the state of our world” [found online here: <http://grist.org/living/the-world-as-seen-through-a-pair-of-breasts/>]

Recommended Readings:

- Sengupta, “25 Years Later, Toxic Sludge Torments Bhopal” [found online here: http://www.nytimes.com/2008/07/07/world/asia/07bhopal.html?_r=1&hp&oref=slogin]
- Bahnsen, “A Garden Becomes a Protest” [found online here: <http://www.orionmagazine.org/index.php/articles/article/312/>]
- Johnson, “School Districts Rediscover Value of From-Scratch Meals” [found online here: <http://www.nytimes.com/2011/08/17/education/17lunch.html?hp>]
- Edwards, “An Ounce of Precaution” Chapter 16 in *Environmental Sociology* [ER]
- Wright “Is a Better World Possible?” Chapter 12 from *Global Environmental Challenges* [ER]

*Wed. – LAB

*Fri. – Please complete *prior* to this session:

- Read Hudson and Hudson, “Removing the Veil: Commodity Fetishism, Fair Trade, and the Environment” [ER]
- Create your own ecological footprint [on-line at: <http://www.myfootprint.org/>]

Recommended Readings:

- Todd, “Prime-Time Subversion: The Environmental Rhetoric of *The Simpsons* Chapter 14 in *Environmental Sociology* [ER]
- Carrier, “All You Can Eat” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4395/>]

Week 7 (Oct 14-18) - Environmental Domination, Environmental Ethics

*Mon. – Please complete *prior* to this session:

- Read The Green Fuse’s “Social Ecology” [found here: <http://www.thegreenfuse.org/social ecology.htm>]

Recommended Reading:

- Read Curry and McGuire, “Introduction” in *Community on Land* [ER]

*Wed. – LAB

*Fri. – Please complete *prior* to this session:

- Read Leopold, “The Land Ethic” [ER]
- Read Solnit, “The Thoreau Problem” [found here: <http://www.orionmagazine.org/index.php/articles/article/277/>]

Week 8 (Oct 21-25) - Environmental Justice

*Mon. – Please complete *prior* to this session:

- Read Dicum, “Meet Robert Bullard: The Father of Environmental Justice” [and explore the links within the article, which is found here: <http://www.grist.org/article/dicum/>]
- Read McNutt and Grossman, “Crandon Mine Victory in Wisconsin Won by Historic Alliance” [short article found here: <http://www.earthfirstjournal.org/article.php?id=12>]

Recommended Readings:

- Bengston et al., “Listening to Neglected Voices: Hmong and Public Lands in Minnesota and Wisconsin” [found here: http://www.nrs.fs.fed.us/pubs/jrnl/2008/nrs_2008_bengston_002.pdf]
- Zabudovsky, “Reclaiming the Forests and the Right to Feel Safe” [found online here: http://www.nytimes.com/2012/08/03/world/americas/in-mexico-reclaiming-the-forests-and-the-right-to-feel-safe.html?_r=1&hp]
- Bullard, “Dispute Resolution and Toxics: Case Studies” in *Dumping in Dixie* [ER]

*Wed. – LAB

*Fri. – Please complete *prior* to this session:

- Read Gedicks, “The Fight Against Wisconsin’s Iron Mine” [found here: <http://urbanmilwaukee.com/2013/04/16/the-fight-against-wisconsins-iron-mine/>]

Recommended Readings:

- Kemble, “Walker’s DNR Pushes Tribe out for Strip Mine” [found here: <http://progressive.org/Walker-dnr-pushes-tribe-out-for-strip-mine>]
- Manley, “Voters Overwhelmingly Support Iron Mining Reform” (found here: <http://www.wmc.org/news/voters-overwhelmingly-support-iron-mining-reform/>)
- Uppity Wisconsin, “Poll shows support for iron mine -- if pro-mining interests control the information” (found here: <http://www.uppitywis.org/blogarticle/poll-shows-support-iron-mine-if-pro-mining-interests-control-inf>)

Week 9 (Oct 28-Nov 1) - Biophilia, Place, and Community I

*Mon. – Please complete prior to this session:

- Read “What are Biophilic Cities?” [found here: <http://biophilicities.org/biophilicities.html>]
- Read Mills, “Peak Nature?” [found here: <http://www.postcarbon.org/Reader/PCReader-Mills-Nature.pdf>]

Recommended Reading:

- Snyder, “Place, the Region, and the Commons” in *At Home on the Earth* [ER]

*Wed. – Please complete prior to this session:

- Read Louv, “Leave No Child Inside” [found here: <http://www.orionmagazine.org/index.php/articles/article/240/>]
- Read Van Auken, “A Child’s-Eye View of Place” [found in *Van Auken SCENE Columns* on D2L Content]

Recommended Reading:

- Louv, “Walk in the Woods: Right or Privilege?” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4401/>]

* Fri. – Please complete prior to this session:

- Read Berry, “The Hudson River Valley: A Bioregional Story” in *At Home on the Earth* [ER]
- Read Allen, “Growing Community Food Systems” [link to PDF found here: <http://www.postcarbon.org/report/136551-food-growing-community-food-systems>]

Week 10 (Nov 4-8) – Biophilia, Place, and Community II

*Mon. – Please complete prior to this session:

- Read Eisenstein, “To Build Community, An Economy of Gifts” [found here: <http://www.yesmagazine.org/happiness/to-build-community-an-economy-of-gifts>]
- Read Quinton, “Changing an Urban Neighborhood, One Peach Orchard at a Time” [found here: <http://tinyurl.com/OnePeach>]
- Read Van Auken, “Beyond Buzzwords” [found in *Van Auken SCENE Columns* on D2L Content]

*Wed. – Please complete *prior* to this session:

- Finish reading Kunstler; first set of group discussion leadership
- **Book Review Paper due (by classtime on D2L)**

*Fri. – Second set of group discussion leadership about Kunstler

Week 11 (Nov 11-15) – “Wilderness” and Nature as a Playground

*Mon. – Please complete *prior* to this session:

- Read Cronon, “The Riddle of the Apostle Islands” [found online here: http://www.williamcronon.net/writing/Cronon_Riddle_Apostle_Islands.htm]
- Read Nash, “The Irony of Victory” Chapter 15 from *Wilderness and the American Mind* [ER]
- Read Moore, “Silence Like Scouring Sand” [found online here: <http://www.orionmagazine.org/index.php/articles/article/3627/>]

Recommended Readings:

- Cronon, “The Trouble with Wilderness” from *Uncommon Ground* [ER]
- Braitman, “Human/Nature” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4252/>]

*Wed. – Please complete *prior* to this session:

- Read Reeder and Brown, “Rural Areas Benefit from Recreation and Tourism Development” [found here: <http://webarchives.cdlib.org/sw1vh5dg3r/http://ers.usda.gov/AmberWaves/September05/Features/RuralAreasBenefit.htm>]
- Read Whitson “Nature as Playground” from *Writing off the Rural West* [ER]

Recommended Readings:

- Van Auken, "Viewscape Fetishism in WI and Norwegian Amenity Communities" [found on Titan Files: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2014316_1-t_Tr6PUbxX]
- Belsky, "Misrepresenting communities: The politics of community-based rural ecotourism in Gales Point Manatee, Belize" [ER]
- Bryan, "Tragedy Averted: The Promise of Collaboration" [ER]
- Walker and Hurley, "Collaboration Derailed: The Politics of 'Community-based' Resource Management in Nevada County" [ER]

*Fri. – Please complete *prior* to this session:

- Read Williams, "Living with Wolves" [found online here: <http://www.audubonmagazine.org/features0011/livingwithwolves.html>]
- Read selections from Peterson, *A Hunter's Heart: Honest Essays on Blood Sport* including: Richard Nelson's "Finding common ground," Ann Causey's "Is hunting ethical?," Chas Clifton's "The hunter's Eucharist," and Rick Bass's "An appeal to hunters." [ER]

Week 12 (Nov 18-22) – Achieving Sustainability (?) I

*Mon. – Please complete *prior* to this session (four short articles):

- Read Zencey, "Theses on Sustainability" [found here: <http://www.orionmagazine.org/index.php/articles/article/5502/>]
- Read Peters, "Destined for Failure" [found here: <http://www.orionmagazine.org/index.php/articles/article/3648/>]
- Read Schendler, "The Big Green Lie" [found online here: <http://www.orionmagazine.org/index.php/articles/article/2846/>]
- Read Bump, "Greenwashing is Better for Business than Real Sustainability Efforts" [found online here: <http://grist.org/news/greenwashing-is-better-for-business-than-real-sustainability-efforts/>]

*Wed. – Please complete *prior* to this session (four short articles):

- Read Bernard & Young, "Listening to the Forest: Menominee, Wisconsin" from *Ecology of Hope* [ER]
- Read Gordon, "The Sustainability Revolution" [found online here: <http://www.orionmagazine.org/index.php/articles/article/3661/>]
- Read Gallegos et al., *Environmental Justice and the Green Economy: A Vision Statement and Case Studies for Just and Sustainable Solutions* [link to PDF report found here: <http://www.weact.org/Publications/EJtheGreenEconomy/tabid/583/Default.aspx>]

*Fri. – LAB

Week 13 (Nov 25-29) – Achieving Sustainability (?) II

*Mon. – LAB

*Wed. and Fri. – NO CLASS (Thanksgiving break)

Weeks 14 (Dec 2-6) & 15 (Dec 9-13) – Presentations and work on OCC plan