

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

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Meets: MWF 11:30 – 12:30 p.m., Sage 2218  
Office: Sage 4607  
Office Hours: MWF 10:00-11:00 a.m., TTH 2:00-3:00 p.m.<sup>1</sup>

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

**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. We will examine two sides of human/environment interaction: the important contributions that sociology can make to the study of natural resources and the environment, and important impacts that the environment and natural resources (and their use) have on social life, and vice versa.

The course is organized around different ways of understanding societal relationships with the natural world, using Michael Bell’s textbook *An Invitation to Environmental Sociology* as the foundation, augmenting the reading of this text with selections from other books, journal and newspaper articles, and relevant and thought-provoking films. It will be a discussion- and active-learning oriented course.

We will begin by reviewing some of the key theoretical ideas that shape the field of environmental sociology and conduct an overview of environmental problems and society. The rest of the course will generally follow the organization of Bell’s text, starting with an examination of the material aspects of the relationship between people and their environment. In this section, we will examine various types of production and consumption, materialism, population and development, and natural resource extraction, covering questions about sustainable use, capitalism, and the relationships between our patterns of resource use and the quality of life in our communities and world. Next, we will explore the ideal bases of our relationship with the environment, covering questions like “what is wilderness?” and coming to understand how we think about the natural world and type of responses (e.g. conservation, recreation and amenity-related development, environmental movements, environmental justice) it yields. Finally, we will examine the practical side of the society-environment equation, focused on how society might be reorganized to live more harmoniously with nature.

Throughout the course we will consider several dimensions of sustainable living including: the social, the ecological, the cultural, the economic, and social and environmental justice.

### Learning Objectives and Outcomes:

#### *Subject-Oriented*

Objective	Outcome
<i>Increase your awareness of the fascinating array of issues examined in urban sociology and the different ways of looking at them.</i>	Demonstrate your progress toward this objective through thoughtful participation in class and performance on assignments.
<i>Understand, develop, and utilize your sociological imagination in exploring these issues.</i>	Demonstrate progress toward this objective by applying sociological imagination in your class discussion and assignments.
<i>Learn key urban sociology concepts and terms to help develop an informed understanding of important social issues and current affairs.</i>	Demonstrate progress toward this objective by thorough success on assignments, quizzes, and by referencing appropriate concepts during class discussion.

#### *Process- and General Education Oriented*

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<sup>1</sup> I will be available at other times and on other days by appointment.

Objective	Outcome
<i>Increase your critical thinking skills, broaden your worldview, and increase your understanding of diverse people, situations, and places.</i>	Demonstrate this by seriously considering multiple viewpoints and perspectives in class discussions and assignments.
<i>Increase active learning by applying course material to real world situations.</i>	Demonstrate this through participation in in-class discussion and application to your assignments, particularly your semester-long case study.
<i>Become active in the process of seeking, analyzing, and synthesizing information.</i>	Demonstrate this in all of your assignments by seeking important sources of information and analyzing and synthesizing that information into your work as appropriate.
<i>Enhance your writing ability.</i>	Demonstrate this in all of your written assignments.
<i>Enhance your ability to do “close reading” and retain information.</i>	Demonstrate this through your reading response assignments and participation in discussions about readings in class.
<i>Enhance your ability to work in a small group.</i>	Demonstrate this through effective participation in the regular discussions, your book club sessions and group work.

These goals are consistent with the values of liberal education, a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. UWO’s Faculty Senate recently approved a set of UW Oshkosh Student Learning Outcomes that apply to the entire university and which are consistent with these values. You can find the complete list here: <http://www.uwosh.edu/projects/lert/lert.php>.

**Reading:** You have three required books for this course. The first is a textbook on environmental sociology by Bell. The second is a historical book on environmentalism in the Fox Valley by Summers, about which you will write a book review during the semester. The third is 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.

Additional readings are provided on electronic reserve (ER) and via links in the course outline below. You are expected to read the material and come to class ready to discuss it. I’ll regularly post “guiding questions” on the D2L Discussion page and ask you to respond to them there prior to the class in which the reading will be discussed.

\* 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, 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 information.

*Required Books:*

Bell, Michael Mayerfield. 2008. *An Invitation to Environmental Sociology*. (3rd ed.). Thousand Oaks, CA: Pine Forge Press.<sup>2</sup>

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

Summers, Gregory. 2006. *Consuming Nature: Environmentalism in the Fox River Valley, 1850-1950*. Lawrence, KS: University of Kansas Press.

**Professor’s Philosophy:**

As should become clear, I strongly believe in the following:

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<sup>2</sup> Note that the above references demonstrate proper ASA citation, which I expect you to learn and use in your work.

- Tell me, I will forget. Show me, I may remember. *Involve* me, I will understand...and may want to do something about it.
- *Attention to detail* is often the difference between excellence and mediocrity.
- 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 (project, book, effort, attitude) related to this course.
- Putting a lot of information in the syllabus.

**Assignments and Grading:**

- Semester Project: 125 points
  - 50 points total for four preliminary assignments and two journal entries
  - 75 points for final paper
- Participation: 50 points
  - 25 points from your instructor
  - 15 points from your self-evaluation
  - 10 points based on average peer evaluations from your Discussion Group
- In-Class Writing, Pop Quizzes, and D2L Discussions: 40 points
- Reading Responses: 30 points
- Book Review: 30 points

This is a total of 275 points. There will be no curve. Final grades will be distributed as follows:

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, think critically and communicate clearly, and practice proper ASA citation (use the *Writing and Citation Guide* on D2L) will be key criteria for grading all assignments.

*Semester Project:* The semester project will be the focus of your work and count for the largest portion of your grade. This project will focus on consumption, an important element of society and environment interaction of which we are all a part. You will build your final paper incrementally based on data from a weekly consumption journal that you will keep and your observations from at least four (4) hours spent in the field at a site of consumption of your choosing. You will use this data to complete four 10-point preliminary assignments (PA) that will be due throughout the semester and two journal entries (worth 5 points each and to be completed between the due dates for PA 2 and your presentation) that provide updates about your progress. Your final paper will be the culmination of this work.

Active learning projects like this is considered one of several “high impact practices” that have been found to be beneficial to learning for students from many backgrounds (go here for more info: <http://www.aacu.org/leap/hip.cfm>). The primary goal will be to apply appropriate sociological concepts that you learn throughout the semester to what you see in the field, and to present a compelling narrative about the slice of society and the environment that you study. This should be a fun and interesting project that demonstrates what you learn throughout the semester. Specific details on each assignment will be found on the Content page on the course D2L site. You will be required to meet with me to discuss your choice of field site prior to the due date for PA 2 (10/24). Due dates for the semester project will be:

PA 1 – describe two potential field sites: Due September 30

PA 2 – describe your final field site in more detail: Due October 24

PA 3 – report on your commodity chain analysis of a particular product: Due November 21

PA 4 – presentation about your site/experience: Nov 28, 30, Dec 2, 5, 7, 9, or 12

Journal Entries – updates about your progress: Due between October 24 and your presentation date

Final Paper – Due along with your field notes one week after you present your project, prior to the start of that class, except for those who present on December 12 [your papers will be due on December 16]

*Participation:* Not only does the UWO student handbook indicate that all students are expected to attend class and are responsible for all course material, but research and experience show that class attendance and performance are closely related. So, I expect you to attend class and come prepared to engage in thoughtful discussion of the material. In accordance, 25 points of your grade will be determined by the instructor (based on your attendance, participation in class- and D2L-based discussions, in-class writing assignments, reading/responding to your peers’ journal entries on D2L, etc.).

You are an adult and will be responsible for getting to class and being a productive member of it. To help you be cognizant of this, up to 15 participation points will be awarded by you, based on a self-evaluation you will do using the Professionalism Rubric found on page 16 of the syllabus (this is the actual form you will fill out and submit at the end of the semester; familiarize yourself with it now).

Finally, you will do a good deal of in-class discussion and some additional work in your Discussion Group, groups of 4-6 students that will be assigned during the second week of class. Up to 10 points will be awarded based on the average of the scores given you by the peers in your group, based on their evaluation of your participation in group work and contribution to discussion.

\*NOTE: If you do not submit a self-evaluation or peer evaluation by the last day of class, you will receive 0 points for these components.

*In-class writing assignments, pop quizzes, and D2L discussions:* To encourage you to read and reflect upon the reading assignments, along with films, speakers, trips, etc. and learn important concepts and terminology, there will be periodic in-class writing assignments (worth one or two points each) and pop quizzes (worth five points each), and guiding/discussion questions posted on D2L (of which you will be required to respond to at least five sets, which will be worth one point each) at various points in the semester.

\*NOTE: See pages 17-18 for the policy on excused absences.

*Reading Responses:* Reading responses (RR) are designed to help you focus on the assigned readings, react to and make sense of the films we watch, and develop your critical thinking and writing skills. They are worth ten points each. Submit them in the dropbox on D2L that corresponds to the number of reading response it is for you; i.e. if it is your first one, put it in the dropbox labeled RR1. The responses are meant to be a venue for you to react to a particular reading or film, and how it relates to other readings for that day/week or previous issues we have

discussed. You will choose when to submit reading responses, but you can only do one RR per date on the syllabus and they must be in response to readings *other than* the core texts (they cannot be about the Bell or Summers books but rather must be in response to other readings on the syllabus, including the “recommended readings” or films from class.)

You are required to do three of them, with the first due by October 3 to ensure that you get started. Note that one of your three RRs can be about films we watch in class. Your responses should be 2-3 double-spaced pages long. RRs about readings will be 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). RRs about films should treat the film like a reading (with a thesis, connections to readings from the semester, etc.) and will be due by midnight prior to class after which we concluded watching the film (e.g. if we finished watching the film on a Wednesday, the RR would 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 each response, which will be graded on the thoughtfulness and completeness of your argument. You should write in complete sentences and paragraph form.

\*NOTE: On the dates in the course outline for which it indicates “LAB,” this means that we will be doing something different, such as watching a film or doing fieldwork, and no RRs about readings can be turned in for that day. Also, if you submit more than the required number of RRs, I will drop your lowest score(s) at the end (this is why there are 4 dropboxes for RRs on D2L).

**Book Review:** You will complete a roughly 3-4 typed double-spaced pages review of the Summers book worth 30 points. While the paper will be short, you will need to read the entire book to do well. (Reading whole books is good, especially in college. Just sayin’.) I encourage collaboration throughout the book review process, but the actual paper that you turn in must be written by you alone. Guidelines on the structure and content of the review paper are up on the dropbox for this assignment on D2L and you will want to start reading the book right away. **Due November 11.**

**Extra Credit:** There are five extra credit options of which you can choose one. 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; or 2) turning in a copy of a current newspaper or magazine article (providing an online link is fine) that relates to the topic matter covered in our course and attaching a 1-2 double-spaced reaction to the article and how it relates to specific issues covered in class. This must be an article that you find (not one I provide to you on D2L).

You can earn up to 10 points by: 1) writing (and having published) a letter-to-the-editor to a newspaper (e.g. *The Northwestern*, *Appleton Post Crescent*, *Wisconsin State Journal*, *New York Times*, *The Advance Titan*, your hometown paper, etc.) about a topic that relates to our class and turning a copy of the published version; 2) spending at least one (1) hour volunteering at a nonprofit, charitable organization in the community. This work must be extra volunteer work, above and beyond what you might be doing for some other purpose. Then write a short paper (1-2 double-spaced pages) describing the experience and make some connections between what you saw, heard, and did and issues/concepts we have been discussing in 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; or 3)

\*Writing and submitting an application to the *Creating a Stronger Community Contest* (go here for details: <http://www.uwosh.edu/adp>) for your own idea/project, for that of a campus group to which you belong project, or on behalf of the organization for which you are volunteering, taking part in the event for the contest at Becket’s on October 6, and writing a short (1-2 double-spaced page) reflection about it.

\*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 or in class by December 16 at 11:30 a.m.

**Submitting Work:**

You will submit all your written work to a dropbox on D2L. If you are unfamiliar with D2L, don't fret – it's easy once you get the hang of it. Ask a classmate to show you how to use it, or come see me ASAP.

\*Be sure to 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. This may not be an English course, but it is a course conducted in English, and communicating clearly and effectively, as well as demonstrating attention to detail will be very important to your success in this class, in college overall, and in the work world.

If you could use some help with your writing, all UW Oshkosh 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. Trained peer consultants can assist students at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They will assist students with issues like grammar and mechanics not by marking up the paper, but by helping students identify patterns of error and helping them learn how to avoid those errors. The Writing Center now offers e-mail tutoring to online and distance education students. More information can be found at <http://www.uwosh.edu/wcenter>. The Writing Center is located in the academic support suite of the Student Success Center (729 Elmwood Blvd., Ste. 102 • [wcenter@uwosh.edu](mailto:wcenter@uwosh.edu) • 920-424-1152).

\*\*After you submit an assignment to D2L, double check that it has uploaded correctly and that I should be able to open the file (e.g. make sure it's not saved with more than one . before the doc).

\*\*\*Note that I will often provide feedback within your document or put comments in the dropbox on D2L, so be sure to check back to read them and then *use* that feedback as appropriate.

*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.

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. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the time period established by UWO.

### **Additional Ground Rules:**

- Believe it or not, as a professor I want you to do well in this class. 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!
- Lively debate and discussion will be encouraged and will be the basis for what should be a very interesting and enjoyable class. Note, however, that you will be expected to show respect for the opinions and ideas of others at all times.
- 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>. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a "need to know" basis. Otherwise, please let me know ASAP if you have any special needs that I should be aware of.
- Make sure your cell phones are turned off and put away. If yours rings or you are texting during class, you will be asked to leave class or I will simply make note of this and you will lose participation points. Same goes for sleeping in class.
- Laptops will not be allowed to be used during class.
- Emails: Be sure to read the emails you get from me, as this is *official communication* for the course and I will often email you with additional tips/reminders about assignments. Feel free to email me when you have questions about assignments and to schedule a meeting for a time during my office hours, etc. I am typically quite responsive via email, but please use common sense and moderation in terms of your frequency of emailing and expectations for responses from me.
  - \*NOTE: 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 fail to do so, do not expect a response from me.
- Academic misconduct will absolutely not be tolerated. I expect you to do your own work and properly cite ideas you get from things you read. We will spend time early in the semester talking about proper citation and plagiarism to ensure that we're all on the same page. The UW system is committed to a standard of academic integrity for all

students. The system guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors” (UWS 14.01, Wisconsin Administrative Code). You will find UWO’s specific rules here: <http://www.uwosh.edu/stuaff/dean/student-conduct>.

- 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](http://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. Tutoring takes place in SSC 102. The Center for Academic Resources also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the website for more information.
- Please upload a clear photo of yourself to D2L right away. It will help me memorize names very quickly.
- Throughout the semester I will be giving you links to relevant articles, particularly from *The New York Times*, that you may be interested in reading. You can obtain a copy of this newspaper on a daily basis through the Titan Readership program (vending machines in Polk and Reeve that give you access via your student ID card) and/or you can read the articles online via the links I provide on the Content page of D2L under Related Readings (to access them you will need to create a free log-in account here: <http://www.nytimes.com/regi>). I encourage you to read this and other newspapers every day on your own to stay abreast of current events and issues that are relevant to our course.

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## Course Outline<sup>3</sup>:

### **Week 1:**

#### **Introduction Part 1: Why Study Environment and Society?**

What is sociology? What is environmental sociology? How are environment and society related? What are some important issues?

\*September 7 – Please print, thoroughly read, and bring your syllabus to class and be prepared to ask any questions you might have about it.

\*September 9 – Please complete *prior* to this session:

- Read three short pieces about writing:

- George Orwell, “Politics and the English Language” (found here: [http://orwell.ru/library/essays/politics/english/e\\_polit](http://orwell.ru/library/essays/politics/english/e_polit))
- Graff & Birkenstein, “Introduction: Entering the Conversation” [ER]
- *Writing and Citation Guide* on the Content page of D2L

- Read two short pieces about the sociological imagination:

- 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](https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1441295_1-t_99PwF5NA))
- Some discussion about its continued relevance, 50 years after publication (found here: <http://www.ssrc.org/features/view/the-sociological-imagination-50-years-later-reflections-by-craig-calhoun/>)

## Section 1- MATERIAL aspects of the relationship between society and environment

### **Week 2:**

#### **Environmental Problems and Society**

Overview of environmental sociology and some important environmental problems.

\*September 12 – Please complete *prior* to this session:

- Read Bell, Chapter 1, “Environmental Problems and Society”

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<sup>3</sup> Subject to change

- 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/>]
- “Massive Flow of Bullsh\*t Continues to Gush from BP Headquarters” [found online here: <http://www.theonion.com/articles/massive-flow-of-bullshit-continues-to-gush-from-bp.17564/>]

\*September 14 – LAB

\*September 16 – Please complete *prior* to this session:

- Read “Organizing Ecological Revolution” by John Bellamy Foster [found online here: <http://www.monthlyreview.org/1005jbf.htm>]
- Read Reece, “Hell Yeah, We Want Windmills” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4809/>]

*Recommended Readings:*

- 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/>]

**Week 3:**

***Consumption, Materialism, and Production***

The Treadmill of Consumption: How much is enough? Does it really make us happy? How do our habits and patterns impact our communities/world?

\*September 19 – Please complete *prior* to this session:

- Read Bell, Chapter 2, “Consumption and Materialism”

*Recommended Reading:*

- 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>]

\*September 21 – Please complete *prior* to this session:

- Read Maniates, “Individualization: Plant a Tree, Buy a Bike, Save the World?” Chapter 22 in *Environmental Sociology* [ER]

*Recommended Reading:*

- 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/>]
- Keim, “I’m Doing My Inconsequential Part for the Environment” [found online here: <http://www.theonion.com/content/node/48223>]

\*September 23 – Please complete *prior* to this session:

- Read Berry, “The Idea of a Local Economy” [found online here: <http://www.orionmagazine.org/index.php/articles/article/299/>]

## **Week 4:**

\*September 26 – Please complete *prior* to this session:

- Read Bell, Chapter 3, “Money and Machines”

*Recommended Reading:*

- Krannich and Luloff, “Problems of Resource Dependency in U.S. Rural Communities” in Gilg et al., *Progress in Rural Policy and Planning* [ER]
- Schendler, “The Big Green Lie” [found online here: <http://www.orionmagazine.org/index.php/articles/article/2846/>]

\*September 28 – 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 Reading:*

- Carrier, “All You Can Eat” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4395/>]

\*September 30 – LAB

- **PA 1 due (by class time on D2L)**

## **Week 5**

### ***Population, Food, and Development***

Are there too many people? What causes hunger, misery, and environmental degradation? How is modern agriculture structured, with what impacts? What are the alternatives?

\*October 3 – Please complete *prior* to this session:

- Read Bell, Chapter 4, “Population and Development”

*Recommended Reading:*

- Maathai, “Foresters without Diplomas” Chapter 6 in *Unbowed* [ER]
- Owen, “Booming Middle-Class Diet May Stress Asia’s Water Needs” [found online here: <http://news.nationalgeographic.com/news/2009/08/090827-asian-water-crisis.html>]
- Conca, Ken (2002). “Consumption and Environment in a Global Economy,” Chapter 6 in *Confronting Consumption* [ER]
- High Country News Series on the Rio Grande (2002) including: Hanscom- “Here lies the Rio Grande” [found online at: [http://www.hcn.org/servlets/hcn.Article?article\\_id=11013](http://www.hcn.org/servlets/hcn.Article?article_id=11013)] and “A river on the line” [found online at: [http://www.hcn.org/servlets/hcn.Article?article\\_id=11028](http://www.hcn.org/servlets/hcn.Article?article_id=11028)]
- Diez, Jordi (2008). “Globalization and Environmental Challenges Confronting the South,” Chapter 1 in *Global Environmental Challenges* [ER ]

\*October 5 – Please complete *prior* to this session:

- USDA’s “Structure and Finances of U.S. Farms: Family Farm Report 2010 Edition [link to short summary (read this) and full report found online at: <http://www.ers.usda.gov/publications/eib66/>]
- Read Kirby, “The CAFOs of Meatopolis – What an (Animal) Waste” [found here: <http://www.grinningplanet.com/articles/agriculture/cafo-factory-farming-animals-article.htm>]
- Read Hummel, “UWO Partners in Second Dynamic Biodigester Project” [found online here: <http://www.uwosh.edu/today/13812/uwo-partners-in-second-dynamic-biodigester-project/>]

*Recommended Reading:*

- Midkiff – Intro: “Get Big or Get out” [ER]
- Berry, “Solving for a Pattern” [ER]

\*October 7 – Please complete *prior* to this session:

- Read Kingsolver, “Stalking the Vegetannual” [found online here: <http://www.orionmagazine.org/index.php/articles/article/239/>]
- Read Lappe, “The Climate Crisis on our Plates” [found on Titan Files here: [https://titanfiles.uwosh.edu/xythoswfs/webui/\\_xy-2013903\\_1-t\\_AZE0X015](https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-2013903_1-t_AZE0X015)]
- Read McKibben, “Where Have all the Joiners Gone?” [short article found online here: <http://www.orionmagazine.org/index.php/articles/article/2874/>]

*Recommended Reading:*

- O’Hara and Stagl, “Global food markets and their local alternatives: A socio-ecological economic perspective” [ER]
- Boelte, “From Handouts to How-to” [found online here: <http://www.orionmagazine.org/index.php/articles/article/3663/>]

## **Week 6**

### ***Environmental Health and Justice***

The distribution of environmental “goods” and environmental “bads” and its impacts. Are certain groups disproportionately affected by environmental problems?

\*October 10 – Please complete *prior* to this session:

- Read Bell, Chapter 5, “Body and Health”
- Read Louv, “A Walk in the Woods: Right or Privilege?” [found online here: <http://www.orionmagazine.org/index.php/articles/article/4401/>]
- Read Bahnson, “A Garden Becomes a Protest” [found online here: <http://www.orionmagazine.org/index.php/articles/article/312/>]

*Recommended Reading:*

- 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]

\*October 12 – 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 Gunter and Kroll-Smith, Chapter 5 in *Volatile Places: A Sociology of Communities and Environmental Controversies* [found on Titan Files here: [https://titanfiles.uwosh.edu/xythoswfs/webui/\\_xy-1457645\\_1-t\\_LBDhXzRe](https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1457645_1-t_LBDhXzRe)]

*Recommended Reading:*

- Gunter and Kroll-Smith, Chapter 1 in *Volatile Places: A Sociology of Communities and Environmental Controversies* [ER]

\*October 14 – Please complete *prior* to this session:

- Read McNutt and Grossman, “Crandon Mine Victory in Wisconsin Won by Historic Alliance” (short article found here: [http://www.treatycouncil.org/new\\_page\\_524411121111.htm](http://www.treatycouncil.org/new_page_524411121111.htm))
- Read Bergquist, “Iron County Mine Proposal Pits Jobs Against the Environment” [short article found online here: <http://www.jsonline.com/news/wisconsin/124929144.html>]
- Read Bernard & Young, “Listening to the Forest: Menominee, Wisconsin” from *Ecology of Hope* [ER]

- Read 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](http://www.nrs.fs.fed.us/pubs/jrnl/2008/nrs_2008_bengston_002.pdf)]

*Recommended Reading:*

- Bullard, “Dispute Resolution and Toxics: Case Studies” in *Dumping in Dixie* [ER]

## **Week 7**

### **Section 2- IDEAL aspects of the relationship between society and environment**

#### ***The Ideology of Domination***

What are the ideological roots of our society’s relationship with the environment? Who gets to decide how natural resources are used, how land is to be altered? What is the basis for such decisions?

\*October 17 – Please complete prior to this session:

- Read 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](http://www.nytimes.com/2008/07/07/world/asia/07bhopal.html?_r=1&hp&oref=slogin)]

*Recommended Reading:*

- Newman, “From Love’s Canal to Love Canal” [ER]
- Osaghae, “The Ogoni Uprisings; Oil Politics, Minority Agitation and the Future of the Nigerian State” [ER]
- Dewan, “Clash in Alabama Over Tennessee Coal Ash” [found online here: [http://www.nytimes.com/2009/08/30/us/30ash.html?\\_r=1&hp](http://www.nytimes.com/2009/08/30/us/30ash.html?_r=1&hp)]

\*October 19 – Please complete prior to this session:

- Read Bell, Chapter 6, “The Ideology of Environmental Domination”
- Read Leopold, “The Land Ethic” [ER]

*Recommended Reading:*

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

\*October 21 – NO CLASS

\*October 22 – Optional (but highly encouraged, because it will be awesome) field trip to Milwaukee (details to come)

## **Week 8:**

\*October 24 – Please complete *prior* to this session:

- Read Roy, *The Greater Common Good* [found online at: <http://www.narmada.org/gcg/gcg.html>]
- **PA 2 due (by classtime on D2L)**

#### ***The Ideology of Environmental Concern, Social Construction, and Risk***

Environmental values and attitudes, cultural perspectives and movements related to the environment. What is nature? Wilderness? How do we think about these concepts and what does that mean? Are these social constructions? Does that make them any less real? How do we know we have environmental problems? How do we think about the concept of risk?

\*October 26 – Please complete *prior* to this session:

- Read Bell, Chapter 7, “The Ideology of Environmental Concern”

*Recommended Reading:*

- Moore, "Coalition Building Between Native American and Environmental Organizations in Opposition to Development" Chapter 20 in *Environmental Sociology* [ER]
- Dryzek et al., Chapter 4, "The Perils of Political Inclusion [ER]

\*October 28 – Please complete *prior* to this session:

- Read Cronon, "The Trouble with Wilderness" from *Uncommon Ground* [ER]
- Read Nash, "The Irony of Victory" Chapter 15 from *Wilderness and the American Mind* [ER]

*Recommended Reading:*

- Moore, "Silence Like Scouring Sand" [found online here: <http://www.orionmagazine.org/index.php/articles/article/3627/>]
- Solnit, "The Thoreau Problem" [found online here: <http://www.orionmagazine.org/index.php/articles/article/277/>]

**Week 9:**

\*October 31 – Please complete *prior* to this session:

- Read Bell, Chapter 8, "The Human Nature of Nature"

*Recommended Reading:*

- Braitman, "Human/Nature" [found online here: <http://www.orionmagazine.org/index.php/articles/article/4252/>]

\*November 2 – Please complete *prior* to this session:

- Read Bell, Chapter 9, "The Rationality of Risk"
- Read Anderson, "Selling 'Mother Earth': Advertising the Myth of the Natural" Chapter 13 in *Environmental Sociology* [ER]

*Recommended Reading:*

- Hannigan, "Social Construction of Environmental Problems," Chapter 2 in *Environmental Sociology* [ER]

\*November 4 – LAB

**Week 10:**

\*November 7

- Read Todd, "Prime-Time Subversion: The Environmental Rhetoric of *The Simpsons*" Chapter 13 in *Environmental Sociology* [ER]

**Section 3: PRACTICAL aspects of the relationship between society and environment**

***Nature as a Playground***

What is the history of environmentalism in our area? What is the connection between consumption and environmentalism? Exploring recreation and hunting, seasonal home ownership and amenity migration, tourism, etc. What types of impacts does our living and playing in "nature" have on human and ecological communities?

\*November 9 – Please complete *prior* to this session:

- Finish reading Summers's *Consuming Nature*

\*November 11 – Please complete *prior* to this session:

- Read Reeder and Brown, “Rural Areas Benefit from Recreation and Tourism Development” [short report found online here:  
<http://www.ers.usda.gov/AmberWaves/September05/Features/RuralAreasBenefit.htm>]
- Read Whitson “Nature as Playground” from *Writing off the Rural West* [ER]
- Read Cronon, “The Riddle of the Apostle Islands” [found online here:  
[http://www.williamcronon.net/writing/Cronon\\_Riddle\\_Apostle\\_Islands.htm](http://www.williamcronon.net/writing/Cronon_Riddle_Apostle_Islands.htm)]
- **Book Review Paper due via D2L by class time**

*Recommended Reading:*

- 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](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]

**Week 11:**

\*November 14 – 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]

*Recommended Reading:*

- Schroeder, “Environmental Justice and the Market: The Politics of Sharing Wildlife Revenues in Tanzania” [ER]

**Organizing the Ecological Society**

Where are we headed? Can society-as-we-know-it be reorganized? Should it be? Are there solutions to our environmental problems?

\*November 16 – LAB

\*November 18 – Please complete *prior* to this session:

- Read Kunstler (*World Made by Hand*), part 1 [pages to be announced]

**Week 12:**

\*November 21 – Please complete *prior* to this session:

- Read Kunstler (*World Made by Hand*), part 2 [pages to be announced]
- **PA 3 due (by classtime on D2L)**

\*November 23 and 25: No Class (Thanksgiving recess)

**Week 13:**

\*November 28: Please complete *prior* to this session:

- Read Kunstler (*World Made by Hand*), part 3 [pages to be announced]
- Final project **presentations**

- \*November 30: Please complete prior to this session:
- Read Kunstler (*World Made by Hand*), part 4 [pages to be announced]
- Final project **presentations**

- \*December 2: Please complete prior to this session:
- Read Kunstler (*World Made by Hand*), part 5 [pages to be announced]
- Final project **presentations**

#### **Week 14:**

- \*December 5: Please complete prior to this session:
- Read Bell, Chapter 10, “Organizing the Ecological Society”
- Read Gordon, “The Sustainability Revolution” [very short article found online here: <http://www.orionmagazine.org/index.php/articles/article/3661/>]
- Read Peters, “Destined for Failure” [very short article found online here: <http://www.orionmagazine.org/index.php/articles/article/3648/>]
- Final project **presentations**

- \*December 7: Please complete prior to this session:
- 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>]
- Read Flavin, “Renewable Energy at the Tipping Point” [very short article found online here: <http://www.worldwatch.org/node/6482>]
- Final project **presentations**

- \*December 9 – Please complete *prior* to this session:
- Read Bell, Chapter 11, “Governing the Ecological Society”
- Read Downs, “Smart Growth: Why We Discuss It More Than We Do it” [found on Titan Files here: [https://titanfiles.uwosh.edu/xythoswfs/webui/\\_xy-537517\\_1-t\\_P7AMqyCZ](https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-537517_1-t_P7AMqyCZ)]
- Final project **presentations**

#### *Recommended Reading:*

- Chapters 1 and 2 in *Environmental Citizenship* [ER]
- Ma, “Environmental Management in China,” Chapter 2 in *Global Environmental Challenges* [ER]

#### **Week 15:**

- \*December 12 – LAB
- Final project **presentations**

- \*December 14 – Please complete *prior* to this session:
- Read Zencey, “Theses on Sustainability” [found online here: <http://www.orionmagazine.org/index.php/articles/article/5502/>]
- Read Gardner and Prugh, “Seeding the Sustainable Economy” [ER]

#### *Recommended Reading:*

- Shuman “Introduction” from *Going Local* [ER]
- Humphrey et al., Chapter 7, “The Sociology of Sustainable Development” [ER]

- Tiessen, "Cross-pressures and the Pursuit of Sustainable Development in South Africa," Chapter 9 from *Global Environmental Challenges* [ER]

\*December 16 – Please complete *prior* to this session:

- Read "Stories for a Sustainable Future" [found online here:

<http://www.orionmagazine.org/index.php/articles/article/303/>]

- Read Alford, "Pedal People" [found online here:

<http://www.orionmagazine.org/index.php/articles/article/3662/>]

- Read Grist (2010), "Dorothy Le" (found here: <http://www.grist.org/article/2010-04-22-dorothy-le-los-angeles-bicycle-coalition-earth-day-40-people>)

**Professionalism Rubric for Self-Evaluation**

**Name:**

Trait being evaluated	A (3 points)	B (2 points)	C (1 points)	D (0.5)	F (0 points)
Attends class regularly and on time (3pts)	100% attendance, or no more than 1 absence, & always comes to class on time	Misses no more than 2 classes & is on time all but once or twice	Misses no more than 3 classes & is usually on time	Misses no more than 4 classes & is late occasionally	Misses 5 or more classes
Comes to class prepared for discussion and brings readings for that day (3pts)	Comes to class well prepared; demonstrates an understanding of the reading through involvement in discussion and activities	Comes to class prepared almost all of the time and demonstrates understanding of the reading	Comes to class prepared most of the time & generally has readings	Comes to class prepared about half of the time and rarely brings readings	Comes to class unprepared - often doesn't have the appropriate readings and doesn't demonstrate understanding of readings
Appropriately participates in discussion, in class and on D2L (3pts)	Consistently is able to discuss important points relevant to topic while treating others respectfully	Often participates in discussion and discussion is connected to topic and is respectful to others	Sometimes participates in discussion that is mostly related to topic and is mostly respectful to others	Has participated in class discussion at least twice; still developing <i>treating others respectfully</i> on consistent basis	Doesn't participate in class discussion; lacks communicating respect toward others
Uses and provides feedback constructively (3pts)	Consistently uses and gives feedback constructively.	Generally gives and uses feedback constructively	Listens to feedback but has difficulty using it	Sometimes listens to feedback	Demonstrates pattern of unwillingness to accept feedback
Avoids creating distractions (texting, phone going off, talking inappropriately, falling asleep, etc.) within the learning environment (3pts)	Was able to ignore interferences and did not create distractions in the learning environment	Most of the time ignored interferences and distractions in the learning environment	Had some difficulty ignoring interferences and did create 2 or more memorable distractions in the learning environment	Gave attention to interferences and created 3 or more memorable distractions in the learning environment	"I was the definition of the term <i>distraction!</i> "

Evaluate your behavior related to each trait. Place an X in each cell that you believe best describes your behavior in class. Write down the grade and how many points you believe that you deserve for each trait in the cells on left. On the backside, *explain your evaluations, giving specific information to support each evaluation.*

Total Points (15 pts possible): \_\_\_\_\_

## Excused Absences:

Only the circumstances listed in this syllabus or in university policy are accepted as legitimate reasons for absence from in-class quizzes (and other in-class assignments; quizzes will refer generally to all below). This policy, not students, determines what constitutes a legitimate absence.

1. Students are excused from class for participation in all-University events [GEN 4.B.10 (1) (b)] and for circumstances beyond the students' control such as medical or family emergencies (medical care for pregnancy, illness, death or serious health problem of family member), court appearance, jury or military duty. (See **DEFINITIONS** below).
2. If a student misses one or more quizzes under conditions covered by university policy (See **DEFINITIONS** below), then they are allowed to take the make-up quiz(ze)s if they have an appropriate excuse AND appropriate documentation, as stipulated by this document, and if they make timely arrangements to do so with the instructor.
  - a. If a student misses a make-up quiz, they will receive a score of "0" for that quiz, unless they have an appropriate excuse and the required documentation. In this event, the make-up quiz will be immediately rescheduled.
  - b. Missed quizzes will be made up as soon as possible once the instructor receives the appropriate documentation.

**DEFINITIONS:** Several definitions are required to clarify the university policy for excused absences from quizzes.

1. **"All-university events,"** in this context, are university-sponsored events sponsored by this university (not a department, division or program, etc.), such as intercollegiate athletic competitions, or other similar events where the student is required by team membership to represent the university AND for which the student has received formal approval to miss class from the Provost and Vice Chancellor.

Students must provide the instructor with advance notice of their scheduled absence by means of a standard letter supplied and signed by the Provost & Vice Chancellor's Office which lists the individual names of students excused for the all-university event, as well as the nature and date(s) of the event.
2. For purposes of this class, the following additional definitions apply.
  - a. **"Medical emergency"** – a medical condition that requires immediate, unscheduled treatment by a physician in an emergency room, or comparable facility.
    - i. Clear, specific documentation of the emergency treatment from the attending physician, and individually signed by that physician (no phone-ins), must be provided within two weeks after the missed quiz. The documentation must make clear that the treatment was required under emergency circumstances and took place in an emergency room, or comparable facility.
    - ii. **Illness:** If a student has a serious medical condition (not a scheduled appointment) which causes absence from a quiz.
      1. In this event, the following documentation is required within two weeks of the missed quiz:
      2. Clear documentation (no phone-ins) from the health care professional providing medical treatment stating that the treatment or circumstance prevented quiz attendance. This is to verify treatment, not to provide details of medical conditions.
      3. This provision extends to parents who must bring their child(ren) to a physician for unscheduled treatment.
  - b. **"Family Emergency"** – serious health problems requiring medical treatment of immediate family members or funerals of immediate family members or dependents -- children, spouses, siblings, parents, aunts, uncles, and grandparents:
    - i. In the first instance, documentation of the family member's medical treatment and the student's presence during the quiz from the attending physician must be provided within two weeks after the missed quiz. This is to verify treatment, not to provide details of medical conditions.
    - ii. In the event of a family member's funeral, the following documentation is required within two weeks of the missed quiz:
      1. An original funeral program listing the student as a family survivor, or
      2. An original page from a local newspaper with an obituary listing the student as a family survivor.
      3. This documentation will be kept with the instructor's records for the course.
  - c. **Military duties:** If obligations of military service require a person's absence from a quiz, a student may take a make-up quiz under the terms of this policy. [In cases of extended absence, other arrangements may be made by the instructor or student.]
    - i. In this event, the following documentation is required within two weeks of the missed quiz:
      1. Official documentation confirming the dates and general nature of the military obligation.
  - d. **Court appearances or duties:** If legal obligations require a student's presence in court during a quiz, a student may take a make-up quiz under the terms of this policy. This includes jury duty.

- i. In this event, the following documentation is required within two weeks of the missed quiz:
  - 1. Official documentation confirming the dates and the court's requirement of the appearance or duty.
- e. **Childbearing and childbirth:** If the medical requirements of childbearing or childbirth require a person's absence during a quiz, a student may take a make-up quiz under the terms of this syllabus. This applies to both parents, if applicable, and to members of the immediate family.
  - i. In this event, the following documentation is required within two weeks of the missed quiz:
    - 1. A signed letter from an attending physician (no phone-ins) confirming the date of the childbirth and verifying the student's in attendance.
- f. **Make-up Quiz:** If you meet the conditions explained in this policy document, you will be allowed to take a make-up quiz, which may be the same quiz or a different one created by the instructor. The instructor will determine which quiz to administer as well as when and where you will take the make-up quiz.

All documentation is to be given to the instructor. All documentation is subject to verification. If proper documentation is not provided to confirm excused absences in a timely manner, the student will receive a score of "0" for any missed quizzes. If additional time beyond the two-week deadline is needed to submit appropriate documentation, students must have a valid reason for doing so (in light of this policy) and they must request and receive additional time from the instructor before the original deadline is passed.

**IMPORTANT:** Generally, quizzes missed for reasons other than those specified herein will be scored as "0," though the instructor reserves the right to determine and make other academic adjustments at his discretion. If you must miss a quiz for a reason other than those stated here, and you wish to make up the quiz, it is very important that you discuss this matter with the instructor before you miss the quiz, if this is possible. You should *never* assume that I will grant an exception to these policies.