

SOC 3480 ENVIRONMENTAL SOCIOLOGY / SPRING 2020¹



Course Location: BEH S 310

Course time: 1:25-2:45, Monday and Wednesday

INSTRUCTOR:

Dr. Sara Grineski, Professor of Sociology & Environmental and Sustainability Studies

OFFICE LOCATION: BEHS 310

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OFFICE HOURS: 3:30-4:00 Monday and Wednesday, and always by appointment!

Teaching Assistant

Karen Zhang, Doctoral Student in Sociology

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OFFICE HOURS: By appointment

COURSE DESCRIPTION & OBJECTIVES

Environmental sociology is a sub-discipline of sociology that focuses on the interrelationships between human systems and the environment. Environmental sociologists examine the extent to which humans influence ecosystems and the physical environment. They catalog the myriad social consequences of anthropogenic (human-induced) environmental change and explore how people are responding to anthropogenic environmental disruptions. This course will cover these important topics, with a focus on social inequalities and injustices.

The course is designed to address four specific objectives. By the end of the course, students should be able to:

1. identify and explain sociological perspectives on the environment;
2. identify and discuss systemic (socio-structural) drivers of environmental change;
3. identify and discuss some social consequences of environmental change; and

¹ PHOTO CREDIT: <https://envolverde.cartacapital.com.br/programa-cidades-sustentaveis-participa-do-forum-politico-de-alto-nivel-na-onu/>

4. explain the ways in which society is attempting to remediate human-caused environmental change. Consistent with the central nature of sociology, the ultimate goal of this class is to bring students to the point where they can critically analyze and appreciate the human-environment interactions.

TEACHING AND LEARNING METHODS

The course will emphasize active learning and academic writing. Students will listen to short lectures, participate in discussions, and complete at-home reading. They will write weekly critical review essays as homework and then spend class time discussing readings and completing application exercises in small groups.

READINGS

There are four books that you will need to read for this class. You are required to read the books as part of the course and will need copies of them to be successful in the course. You can buy them through the bookstore or another vender, or access them through the Marriott Library.

- Gould and Lewis. (2015) Twenty Lessons in Environmental Sociology. Second Edition
 - Library: Physical copy is on-reserve
- Park and Pellow. (2011) The Slums of Aspen: Immigrants vs. the environment in America’s Eden
 - Library: [e-book version here](#)
- Lerner. (2010). Sacrifice Zones: The front lines of toxic chemical exposure in the United States
 - Library: [e-book version here](#)
- Ayuero and Swistun. (2009). Flammable: Environmental suffering in an Argentine shantytown
 - Library: [e-book version here](#)

GRADING

There are a total of 365 points in this class. See “COURSE SCHEDULE” for due dates of all assessments. Here is a summary:

- QIPS (weekly writing) = 120 points
- In-Class Activities = 75 points
- Exams = 120 points
- Environmental Change Project = 50 points

Your final grade will be determined by dividing your total points earned by 365 (x 100), and then assigning a letter grade based on your percentage, as specified in the University of Utah grading scale: See below.

A	100%-94%	A-	93.9%-90%		
B+	89.9%-87%	B	86.9%-84%	B-	83.9%-80%
C+	79.9% - 77%	C	76.9%-74%	C-	73.9%-70%
D+	69.9%-67%	D	66.9%-64%	D-	63.9%-60%
E	59.9%-0%				

ASSESSMENTS

1. QIPS: Critical Review Essays on Assigned Reading

Students are required to complete weekly 10-point QIPS assignments. This assignment should be typed and have each of the four sections labeled. QIPS stands for question, interests, problem, and summary. For question, please provide a question that the reading raised for you. Use your critical thinking skills and pose a question that involves evaluation, synthesis, analysis, or application. For interests, explain something that you found interesting in the reading and why it was interesting to

you. For problem, use your critical thinking skills to point out a problem or weakness with the reading. For summary, please summarize the key points of the reading.

Students are divided into two groups, Group A and Group B, in Canvas. The due dates of the QIPS are different for Group A and Group B, since students in each group will be doing QIPS on different readings. Please carefully note the due dates of your QIPS, so that you don't get confused! QIPS are due in Canvas by 1:25 PM (i.e., before class) on the day it is due.

Total: $12 * 10 = 120$ points

Grading Rubric for QIPS

<u>Element</u>	<u>Description for Full Credit</u>	<u>Deductions</u>
<u>Question</u>	<ul style="list-style-type: none"> • Pose a question that the reading raised for you that as not answered in the reading • The question should involves evaluation, synthesis, analysis, or application. • Write this in 1 sentence 	<ul style="list-style-type: none"> • Did not write enough • Response lacked adequate thoughtfulness • Response was unclear <p>Up to 1 point</p>
<u>Interests</u>	<ul style="list-style-type: none"> • Explain something that you found interesting in the reading • Explain why it was interesting to you • Explain this in 2 sentences 	<ul style="list-style-type: none"> • Did not write enough • Response lacked adequate thoughtfulness • Response was unclear <p>Up to 2 points</p>
<u>Problem</u>	<ul style="list-style-type: none"> • Point out a problem or weakness with the reading • Explain this in 2 sentences 	<ul style="list-style-type: none"> • Did not write enough • Response lacked adequate thoughtfulness • Response was unclear <p>Up to 2 points</p>
<u>Summary</u>	<ul style="list-style-type: none"> • Summarize the key points of the reading in 5 sentences • Cover all assigned readings • Use key vocabulary words from the reading 	<ul style="list-style-type: none"> • Did not write enough • Response lacked adequate thoughtfulness • Response was unclear <p>Up to 5 points</p>

2. In-Class Activities

Students will complete weekly in-class activities, including small group discussions and writing exercises, and the occasional small homework assignment. These will be graded in terms of credit/no-credit.

Total: $15 * 5 = 75$ points

3. Exams

Students will take two in-class exams. Study guides will be provided in advance of the exams to help students prepare. Exams will be based on course readings. The question format will be mostly multiple choice with a few short answer items.

Total: $2 * 60 = 100$ points

4. Environmental Change Project

This project involves you making a change in your lifestyle that reduces your impact on the natural environment or serves to bring about environmentally positive social change. This exercise is intended to be a challenging and educational project whereby you can experience the social structural and cultural factors that constrain and/or facilitate widespread social change along ecologically sensitive lines. You will select what type of change in your life you would like to make. Some examples of changes include becoming a vegetarian or vegan, using public transportation instead of driving,

walking/biking instead of driving, purchasing only locally produced products, reducing your use of electricity, giving up single-use plastics, buying only secondhand items, etc. Before settling on the topic, do some research on the environmental impact of the change to make sure it will be impactful. You may also engage in some form of environmental activism (such as working with an environmental organization, attending a rally, etc.) related to your behavior change (although this is not required). The length of time you will need to continue with this behavior depends on the difficulty entailed. For some projects, I expect that a few weeks will typically be a sufficient amount of time for most types of lifestyle changes, although some may be much shorter (for example, giving up electricity for one or two days would probably be sufficient). The key point is that the behavior must be a change—i.e., it cannot be something you already do. The project does not require that you are successful at making the change, only that you make a sincere attempt at it. The requirements for the project are outlined in the rubric below.

Total: 50 points

Grading Rubric

Element	Description for Full Credit	Deductions
Description of what you did	<ul style="list-style-type: none"> Implemented a creative and interesting change Clearly explain what you chose to do, documenting the activity step-by-step Reflected on the change, including the challenges you faced and the successes you had. Reflected on the potential for this change to be implemented on a grander scale than just you. 	<ul style="list-style-type: none"> Response lacked adequate thoughtfulness Response was unclear Response did not cover all required elements <p>Up to 20 points</p>
Environmental significance of what you did	<ul style="list-style-type: none"> Describe why the activity you did is important Justify why the activity that you chose has a positive ecological impact on the earth Use academic and non-academic sources to back up the significance of the change 	<ul style="list-style-type: none"> Response lacked adequate thoughtfulness Response was unclear Response did not cover all required elements <p>Up to 20 points</p>
Met requirements	<ul style="list-style-type: none"> 5 pages, double-spaced, 1" margins 5 references, cited in-text and in a reference list At least 2 academic sources used Use a consistent citation style 	<ul style="list-style-type: none"> Did not meet requirements <p>Up to 10 points</p>

EXCUSED ABSENCES

Students with excused absences will be allowed to make up missed class activities and QIPS assignments. The same privilege will not be extended to unexcused students. Excused students are those with legitimate conflicts (i.e., funeral, illness, or school sanctioned event) who let me know ahead of time that they will be missing class. Students can email, call and leave a message, or see me before you go. I must know beforehand for you to be excused.

UNIVERSITY POLICIES

Academic Dishonesty:

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording: it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action. Per University of Utah regulations (Policy # 6-400): "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Disabilities:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Safety:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

COURSE SCHEDULE: SOC 3480

<u>Date</u>	<u>Theme</u>	<u>Reading</u>	<u>Assignment Due</u> GROUP A	<u>Assignment Due</u> GROUP B
<u>Sociological and Theoretical Perspectives on the Environment</u>				
Jan. 6		Introduction to course	N/A	
Jan. 8	Social Construction of Nature	Gould and Lewis, Chapter 1	QIPS 1	
Jan. 13	Theory	Gould and Lewis, Chapter 2		QIPS 1
Jan 15	Social Construction of Risk	Auyero and Swistun, Intro-Chapter 1	QUIPS 2	
Jan 20	NO SCHOOL			
Jan 22	Social Construction of Risk	Auyero and Swistun, Chapters 2-3		QIPS 2
Jan 27	Social Construction of Risk	Auyero and Swistun, Chapters 4-5	QIPS 3	
Jan 29	Social Construction of Risk	Auyero and Swistun, Chapters 6-7		QIPS 3
<u>Systemic Causes of Environmental Change</u>				
Feb 3	Technological Changes	Gould and Lewis, Chapter 7	QIPS 4	
Feb 5	Population	Gould and Lewis, Chapter 8		QIPS 4
Feb 10	Energy	Gould and Lewis, Chapter 9	QIPS 5	
<u>Social Consequences of Environmental Change</u>				
Feb 12	Environmental Injustice	Gould and Lewis, Chapter 10		QIPS 5
Feb 17	NO SCHOOL			
Feb 19	Environmental Privilege	Park and Pellow, Intro & Chapter 1	QIPS 6	
Feb 24	Environmental Privilege	Park and Pellow, Chapters 2-3		QIPS 6
Feb 26	Environmental Privilege	Park and Pellow, Chapters 4-5	QIPS 7	
March 2	Environmental Health	Gould and Lewis, Chapter 11		QIPS 7
March 4	EXAM 1			
March 9	NO SCHOOL			
March 11	NO SCHOOL			
March 16	Food Justice and Sustainability	Gould and Lewis, Chapter 12	QIPS 8	

March 18	Industrial Food Production	Gould and Lewis, Chapter 13		QIPS 8
March 23	Disasters	Gould and Lewis, Chapter 14	QIPS 9	
March 25	Climate Denial	Gould and Lewis, Chapter 16		QIPS 9
<u>Social Responses to Environmental Change</u>				
March 30	US Environmental Movements	Gould and Lewis, Chapter 16. SUWA presentation	QIPS 10	
April 1	Fighting Pollution	Lerner, Chapters 2 & 3		QIPS 10
April 6	Fighting Pollution	Lerner, Chapters 5 & 7	QIPS 11	
April 8	Fighting Pollution	Lerner, Chapters 8 & 10		QIPS 11
April 13	Fighting Pollution	Lerner, Chapters 11 & 12	QIPS 12	
April 15	Environmental Movements in the Global South	Gould and Lewis, Chapter 18		QIPS 12
April 20	Ecotourism.	Gould and Lewis, Chapter 20	Environmental Change	Environmental Change
April 27 (10:30-12:30)	EXAM 2			