

Environment and Society – SOC 3300 (22494)

Fall 2015—MWF 8:30-9:20 a.m.—Room SS 44

Professor: Carla Koons Trentelman, Ph.D. **Office:** SS 134 **Phone:** 801-626-6575
Email: carlatrentelman@weber.edu **[Note:** I do NOT respond to messages sent through Canvas]

Office hours: Tues. 8:00 – 8:30 a.m., Wed. 10:30-11:30 a.m., Th. 8:00 – 8:30 a.m. and noon to 1:00 p.m., or by appointment if needed.

Required Texts:

1) Heberlein, Thomas A. 2012. *Navigating Environmental Attitudes*. New York: Oxford University Press. ISBN: 978-0199773336

Both new & used copies (and e-book) available online, prices vary (Amazon, new: \$22.76)

2) Humes, Edward. 2012. *Garbology: Our Dirty Love Affair with Trash*. New York: Avery. ISBN: 978-1583335239

➤ Available for all class member for free, courtesy of Dr. Ryan Thomas, Associate Provost.

3) Sociology Writing Group. 2013. *A Guide to Writing Sociology Papers*, 7th ed. NY, New York: Worth Publishers. ISBN: 978-1429234795

New & used copies available in bookstore: New—\$54.10 (new rental \$26.52); Used—\$37.00 (used rental \$16.65). Both new & used (and e-book) available online.

Additional required readings will be posted on Canvas throughout the semester.

Course Objectives: Students will develop or improve:

1. the ability to consider environment-related issues using a sociological perspective. This will include a sociological consideration of:
 - a. the concepts, terms and theoretical perspectives associated with the environment and natural resources.
 - b. the interaction between, on the one hand, humans and their societies, and on the other, the environment and its natural resources.
 2. an understanding of how environmental issues, economics and politics are interrelated.
 3. skills in critically evaluating claims related to environmental and natural resource issues, whether those claims are made within the environmental field, the political sphere, the economic sphere or from other areas of society.
 4. their ability to participate in informed discussions regarding environment-related problems as well as solutions to those problems.
- Each student will also have the opportunity to explore in depth his or her own topic(s) of interest within this broad field.
 - Through all of the above, students will develop stronger writing abilities and hone their critical thinking skills as related to this field.

Course Format and Expectations: Since there are many ways to learn, with different people excelling at different tasks, this class will use a variety of learning methods. They include reading, lectures, discussion, classroom activities, written assignments and projects, and essay exams. Most of these learning methods require your attendance to be of benefit.

- Lectures supplement, **but do not replace, required reading** from the text and other sources

- Students will be held responsible for material presented in the readings, lectures, and by guest speakers. Readings should be completed before lectures and class discussions.
- **Writing assignments** – there are a number of short writing assignments, an ongoing course journal, and two longer project papers for this course. They provide you with another way to learn course materials, give you a chance to demonstrate your progress, and allow me to assess how well you organize your thoughts about the course material and express yourself in writing.
 - I expect university-level writing on all written assignments. This includes proper spelling, punctuation, grammar, etc. The Writing Center is a good resource for help with writing.
- **This class requires 10 hours of service work**, with written work about it, allowing you to learn from hands-on experience with a social problem in your community. The **required service work** is part of the course materials for this class, providing you a chapter in a living textbook.
- As noted, **discussion is an essential part of students’ learning** in this course. Part of your grade will come from your participation throughout the semester.
 - The usefulness and richness of the discussions are dependent on you having done the reading, so you know what you (and others) are talking about (even if you don’t understand it all).
 - My role in the discussions is that of facilitator and evaluator.
 - All students need the chance to participate.
 - Respect for all viewpoints is expected, including:
 1. **Treating everyone with civility, including listening without interrupting**
 2. **Avoiding insulting terms and stereotypes when describing people**
 3. **Attempting to understand other people’s behavior**
 4. **Critiquing ideas rather than the person holding them**
 - **Other people holding philosophies, values and beliefs that are different than our own is not a threat to the philosophies, values and beliefs we each hold—it’s just different.**
- **If you have a legitimate problem with a due date, you need to talk to me as early as possible so we can make arrangements before it affects your grade.**

On distractions: Coming to class late and leaving early are particularly distracting, and should be avoided if possible. **Please do not leave class early without making prior arrangements with me.**

- Electronic devices may ONLY be used for course work, NOT for texting, social media, or other non-class activities; devices must also be silenced.
- Please be considerate of your fellow students and your instructor.

Student and Instructor Responsibilities:

Students	Instructor
Be prepared for class	Be prepared for class
Arrive on time	End on time
Turn in assignments on time	Return graded assignments in timely fashion
Know and understand grading policy	Follow grading policy with fairness
Ask about what you don’t know or understand	Research and report back on what I don’t know or understand
Bring up problems when they occur	Bring up problems when they occur

Core Beliefs: According to the WSU Student Code, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this

solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs" (WSU Student Code, Section IV, item D. 9; http://www.weber.edu/ppm/Policies/6-22_StudentCode.html).

Academic Integrity: "...As members of Weber State University academic community, students shall...maintain academic ethics and honesty." Plagiarism, "the unacknowledged (uncited) use of any other person's or group's ideas or work" (including purchased or borrowed papers), and cheating are specifically prohibited (WSU Student Code). No academic dishonesty of any sort will be tolerated in this course. A single case of cheating or plagiarism can be the basis for a failing grade and/or sanctions from the University. Ignorance of plagiarism is not an acceptable excuse. For further information, see Section IV, Student Responsibilities, item D.2 of the student code referred to above (http://www.weber.edu/ppm/Policies/6-22_StudentCode.html), or talk with the instructor.

Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, ssd@weber.edu, or <http://departments.weber.edu/ssd>

Grading: Summary:

	Percent of course grade:
• Participation—75 points total:	15%
○ Includes attendance as well as class participation	
• Reflexivity essay—15 points total:	3%
• Short class assignments—70 points total:	14%
○ 10-15 points apiece	
• Course Journal—75 points total:	15%
○ Collected 3 times during semester – 25 points each time	
• Environmentally-Oriented Service Project—125 points total:	25%
○ 10 hours of volunteer service work at a community agency	
○ 2 reflection worksheets – total of 45 points	
○ Application paper – 80 points	
• Media Project—Course Paper—140 points total:	28%
○ Internet file – 15 points; News file – 20 points	
○ Annotated bibliography of other media – 20 points; Report – 70 points	
○ Letter to person of influence – 15 points	
• Total possible: 500 points	100%
• Extra credit assignments will be available, no more than 15 points total (details to follow)	

Grades will be distributed as follows:

93% and higher (463-500) = A	80-82% (398-412) = B-	67-69% (334-347) = D+
90-92% (448-462) = A-	77-79% (383-397) = C+	60-66% (298-333) = D
87-89% (433-447) = B+	73-76% (363-382) = C	59% (297) and lower = F
83-86% (413-432) = B	70-72% (348-362) = C-	

A denotes *exceptional* performance, **B**—*above average* performance, **C**—satisfactory performance, **D**—poor performance, **E(F)**—failing performance

Make-up Policies: Only those students whose absence from class has been excused will be allowed to make up class activities or writing assignments.

- Students who miss class for any legitimate reason, including participation in organized university activities, should notify me **in advance** of their absence if possible.
 - An ***excusable*** absence needs to be cleared with me in order for it to become ***excused***.
In the case of an unexcused absence, no credit for missed work will be allowed.
 - Complying with these expectations greatly increases your chances of being able to make up any work missed, however because of the nature of this course, I may require documentation (e.g., a note from your doctor, the coach, etc.).

Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class through email and Canvas. Look for announcements on your Weber email and on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Course Assignments

NOTE: Late papers will be docked unless you have made arrangements ahead of time.

- Unless noted otherwise, all assignments must be turned in as hard copies – I do not accept emailed assignments.

Reflexivity Essay – Due in class 9/9 – worth 15 points

Purpose: to consider what you are bringing to the table for this class, in terms of background – and also to consider where that background came from, to begin thinking about it critically.

Task: Using reflexivity (explained in class), write a relatively short (about 2 pages) paper on the following three things:

- 1) Why you're taking this class
- 2) What you know and think about environmental & natural resource issues
- 3) How you know what you know and why you think what you think

The narrative-style essay (i.e. paragraph form, not bullet points) needs to be typed (double spaced, 1 inch margins, 12 point font, pages numbered).

Class Journal: – Collection dates: 10/9, 11/13, and 12/16 – 25 points per batch, 75 points total

Purpose: The journal gives students a place to “play” with the material we’ll be covering throughout the semester. It is a place you can flesh out your own perspectives, reflect on course materials in terms of your own life and your own theories, applying the things we are learning in class to what you have seen, experienced, how you’re thinking about things, etc. It’s also a place where you can talk about how you are feeling about the material you’re being exposed to.

Task: Students need to write in a class journal at least once a week. Each journal entry should address something—perhaps the main thing—you found yourself thinking about that week related to this class.

- You might write about something you read or heard that was new to you
 - Or about something that disturbed you or gave you hope
- It could relate to the course readings, class time (e.g. lectures, discussion, presentations, etc.), or your work outside of class (including service work)
 - Or it could relate to stories in the news, or conversations with others, where you found yourself using/applying/thinking about materials from class

- It could include something from music you hear or books you read, or something you saw on TV (make sure you adequately explain what you are talking about, do not assume the reader is familiar with the song or book or TV show you are referring to).
- Journals will be graded on whether your journal entries relate to relevant course terms and topics, and whether they demonstrate that you are adequately grasping and digesting course material.
 - Each entry should be a fully formed thought, experience, etc., that includes sociological implications or application.
 - There are no length requirement for entries, but remember they will be graded. While I'm NOT looking for pages and pages, it seems unlikely that content of any real substance would take less than a couple of paragraphs.
 - All entries must be typed and dated, and kept together in a folder or skinny binder.

You are welcome to discuss issues of a personal nature in your journal, but it's fine not to divulge anything personal. The class journal is a chance to write about what interests you or concerns you.

- Keep in mind, this is not simply a personal “diary”—sociological insights must be prevalent.

Short class assignments – 10-15 points each, 70 points total

Purpose: These short assignments allow students to demonstrate their ability to utilize the material they are learning, through application, critique, comparative analysis, etc. In some of the assignments students will learn related information or practice skills.

Task: Occasionally I will give you either in-class assignments, for example free writes on the topic we're covering, or short assignments to complete outside of class.

Environmentally-oriented Service Project – Due dates below – 125 points total

Purpose: While reading about environmental issues from a textbook and listening to lectures, videos and guest speakers is useful and eye-opening (and required), this project gives students the opportunity to learn in an environmentally-oriented setting of their choice in their communities and work with issues on a hands-on basis. They are given the opportunity to reflect on what they have learned, and to use it as part of a paper on the issue their service work was intended to address.

Task: Select an environmental/natural resource issue you are interested in. There are three parts:

- At least 10 hours of service work that addresses the environmental or natural resource issue
- 2 reflection papers related to the service work
- A larger application paper that reports on the issue and the work you did that addresses it.

Preparation:

Register with WSU's Center for Community Engaged Learning (CCEL):

- Register as a Service-Learning Student with Center for Community Engaged Learning. Do this by going to: <http://weber.edu/ccel> and click on “Register” in the bubble labeled “Students.” Once you successfully register, the Center will be able to track your hours digitally through WeberSync.
 - Note: This will be beneficial to you for this class but also for future employment and/or graduate school admission. The center will record your service hours for the duration of your college career and can submit a letter verifying the service you've completed in the community to future employers and/or graduate programs upon your request.
- **To complete registering, you will be required to accept an Informed Consent Agreement in order to begin your service-learning with community partners. If you have any questions about the reasons we require this to be completed prior to any volunteer involvement come to the Center for Community Engaged Learning, 327 Shepherd Union.**

(Service Project cont.)

- You will submit all of your hours to be approved by your site supervisor digitally through the WeberSync system. This can be done by creating involvement entries within WeberSync. This can be accessed on your dashboard under the heading “My Tools ->My Involvement.” Your site supervisor will receive prompts to validate your hours through e-mail. It is important that when creating involvement entries you provide valid e-mail addresses for supervisors.
- **Complete the CCEL training modules** (you may use certificates of completion from prior semesters if you have them)
 - Go to <http://weber.edu/ccel/training.html>
 - Read and take the quizzes on Chi Tester for the first three modules, Professionalism, Cultural Sensitivity, and Ethics, and email me or bring me the certificates of completion
 - (completion of all eight modules earns you a CCEL purple t-shirt – take all the certificates into the CCEL (327 Shepherd Union) and pick up your shirt)
 - The certificates for the 3 required modules must be turned in to me **by Wed., Sept. 16th**.

The service work: Must be selected by Sept. 28th, completed by Nov. 9th

Once you have selected your environmental or natural resource issue, find service work related to the issue. To count for this project, I must approve your service work **before** you complete it.

- The service work must be with an existing program or project so a supervisor can verify your hours. **The minimum of 10 hours must be actual service work**—it does not include any needed training. **Hours should be completed by Mon. Nov. 9th**, with hours recorded on WeberSync.
- Service activities completed for another WSU course or a job, or regular service work you are involved in through other organizations **may not be used for this assignment**

The reflection work: includes two reflection papers

- **Reflection paper #1:** About the research (2-3 pages). Due as soon as you have gotten trained by the organization and/or completed 1 shift of your work (**do not wait until your service work is done to do this assignment!**) – **15 points**
 - What does the organization need from your service? What is the goal of this project? What are the specific outcomes you are hoping to achieve? Why is this an important project? How is this project connected to understanding environmental & natural resource sociology?
 - What are the talents, skills, and/or knowledge you bring to this project? Identify any challenges you see in pursuing and completing this project. What are some potential solutions to these challenges?
- **Reflection paper #2:** About your experience (3-5 pages). **Due Mon., Nov. 16th – 30 points**
 - Examine the experience using the following reflection prompts:
 - Your strengths and weaknesses that contributed to the experience.
 - What assumptions did you bring? What assumptions did you form?
 - Did your personal values about community engagement help you?
 - Did your personal values about the environment/natural resources help you?
 - What effect did you and this experience have on others?
 - In evaluation, did you recognize any need for you to change personally?
 - Articulate the learning that happened. What did you learn? How did you learn it? Why does it matter? What might or should be done in light of it?

(Service Project cont.)

***Environmental sociology report on action* – Due Mon. Nov. 23rd – 80 points**

- **You need to use the required reading from *Writing Sociology Papers* to craft a well-written paper. Use the information from the reading to practice your writing skills.**

Write a 5-6 page report (typed, double spaced, 1 inch margins, 12 point font, pages numbered) of the environmental issue you addressed with your service work, utilizing information from course materials. To talk about the program at which you did your service work, you may use any other resources you want to use—materials from the program or project you worked with could be useful.

You may only use these outside materials in your discussion of your service work and the agency at which you did your service work. #1 below must use course materials.

In the narrative-style report (paragraph form, not bullet points) you need to include:

- 1) A detailed explanation of the issue, its causes and conditions, as well as a brief discussion of the sociological theory *you* think explains the issue the best (including *how* the theory explains the issue). **This must come from course materials.**
- 2) A summary of your service work:
 - what you did, and where
 - what the program or project is and how it tries to address the environmental issue
 - how the workers see the issue, and if the issue is a problem, the solution
 - how the program or project as a whole sees the issue and the solution, etc.
- 3) Your report must include a critique of the things above, considering the following things:
 - Do you see the issue the same way as the program you worked with?
 - How effective is the work they do in addressing the issue?
 - Does it achieve their goals?
 - How does the program/project treat people involved in or affected by the issue?
 - Are there other approaches to the issue that could be more effective?
 - In your critique you need to be specific and use examples to support the position you take
- 4) Summary: Briefly summarize your main points, **and** discuss what you learned from the project, being specific rather than general, vague, fluffy or flowery
- 5) Utilizing the information from *Writing Sociology Papers* on in-text citations (pp. 66-68) and reference sections (pp. 69-72), properly cite all references you use throughout the paper, and include them in a reference section at the end of the report.

Course Project: Environmental/natural resource topic report based on media reports

- Internet file due 10/5, full project due 12/9 – total project worth 140 points

Purpose: This project gives you the opportunity to conduct a sociological analysis of the issue of your choosing related to the environment or natural resources. While you will learn about the topic while working on the project, part of the purpose is to give you practice identifying and critiquing how various media construct and portray an issue. Additionally, you will have the opportunity to put your analysis to use by trying to influence policy and/or a political decision.

Task: Choose any environmental/natural resource-related issue that interests you—it does not have to be an issue we are covering during the semester, but you will need to apply course materials to your analysis. There are *five parts*: an internet file, a news file, an annotated bibliography of speeches, presentations, videos, etc., and a report based on your analysis of your findings. Finally, you will write a letter to a person of influence, weighing in on policy/political issues as informed by your findings and conclusions.

- **Utilize the information from *A Guide to Writing, Part 2, “Working with Sources”* (Ch. 4, “Collecting and Evaluating Sources” and Ch. 5, “Citing Sources and Preparing Bibliographies,” pp. 43-74) to assist your work**

Internet file – Due October 5th – 15 points

Find information on the Internet relevant to the environmental/natural resource issue you selected. You need to collect information from **at least 5 different sources** (which cannot include any newspapers or magazines, even if they are online). Look for reports, records, explanations, etc.

- Construct a cover sheet with your name, topic, and a list of your sources that includes the name, complete URL for the source and the date you accessed the site. Send this to me as an emailed attachment (in Word) – it is an exception to my policy of not accepting emailed work.
- Other than the cover sheet, this file does not include any written material of your own—it will be graded on how much information your sources provide, how much the material relates to your specific topic, and the quality of the websites you have used
 - An online term paper will not be as useful as reports from agencies dealing with your issue (e.g. Dept. of Environmental Quality, the EPA, university groups, etc.)
 - Sources like Wikipedia, online encyclopedias and dictionaries, etc. may **not** be included. I expect to see that you did some work to come up with your sources.
 - This material will be included in writing your final paper. Think about what sorts of information can help you with the **whole** project.

News file – Due with full project, December 9th – 20 points

Beginning the third week of the semester, collect at least 12 news articles (typically about one per week) from the New York Times or other comprehensive, national newspapers (Wall Street Journal, Washington Post, etc.) on the issue you selected.

- USA Today, while national, is NOT comprehensive; articles from newspapers like this will not count as part of the 12 articles
 - You may also include opinion pieces from the Times or other newspapers, or news articles from other newspapers or magazines, but these would be **in addition** to news articles from the comprehensive, national newspapers.
 - If you want to focus specifically on a particularly local issue, talk to me about sources.
- **If you are unsure of the difference between news articles and opinion pieces, you need to ask and get clarification. Opinion pieces will NOT be accepted for news articles.**

(Course Project cont.)

- All articles must have the name of the newspaper or magazine identified. Any materials from online sources must include the URL, all clippings must include the date the article ran, and the page number(s) of the page it ran on. This information may be hand-written.
- The reason you are collecting **at least 12 news articles** is to see patterns, to get a good feel for the topic and how it gets covered. You do not need to use every one of these articles as a reference to cite (although you may if it helps you make your point)

***Annotated bibliography: speeches, presentations, videos, etc.* – Due with full project – 20 points**

You need to attend, watch, or listen to **at least 3-5 presentations, speeches, videos, groups, etc.** that address the issue your project is addressing. Take detailed notes you can use for your paper.

- Write an annotated bibliography of these items that includes, for each item:
 - 1) Full citation information, what the thing is (e.g. news broadcast, TV debate, commercial, etc.) and how long it is.
 - Use **ASA citation style** (in *Writing Sociology Papers*, pp. 69-72; see also Purdue Online Writing Lab (OWL), formatting in Sociology: <https://owl.english.purdue.edu/owl/resource/583/01/>). Questions on citations?? Ask!!
 - 2) A one paragraph summary of the item
- The annotated bibliography must include **at least 3-5** presentations, speeches, videos, groups, etc., however if you want to include any other of these sorts of references in your report, each must be included in the annotated bibliography.
 - This includes commercials, cartoons, songs, etc., etc. you refer to in your paper
- **The minimum number depends on the length and usefulness of the items**—if you’re only using short things that don’t require much thinking, 5 may not be enough. For documentaries or a political speech and follow-up commentary, 3 items will suffice

***Environment and Society report on media coverage* – Due with full project, 12/9 – 70 points**

- **You need to use the required reading from *Writing Sociology Papers* to craft a well-written paper. Use the information from the reading to practice your writing skills.**

Utilizing information given in class, the readings, and your news, Internet and other media files, write a 5-10 page report/analysis on the environmental or natural resource issue you chose (typed, double spaced, 1 inch margins, 12 point font, pages numbered).

- This paper is not to be a mere description of what you learned, but rather a sociological consideration that includes analyzing and interpreting what you are seeing with sociological perspectives and materials you have learned throughout the course.
 - Before you begin writing, think about the argument you want to make about the issue, including the ways the media covered and constructed the issue. As you write the paper described below, think about how to make your argument and then support it from your collection of materials.
 - Remember, well-constructed arguments also include evidence of other positions and possible arguments, but then counter that evidence with logic and further evidence.

In the narrative-style report (paragraph form, not bullet points) you need to include:

- 1) A detailed explanation of the issue, including the causes and conditions described in your collected materials, as well as a brief discussion of the sociological theory **you** think

(Course Project cont.)

explains the problem the best (including *how* the theory explains the problem). **This must come from course materials.**

- 2) An explanation of the interaction between society, social groups, individuals, and the environmental or natural resource issue that is at issue
- 3) A critique of the media reports—what you think they did right as well as things you question, important aspects you think they missed, possible bias, etc.
 - How do the media treat or represent the people/groups/natural phenomena affected by the issue of focus? How do the media treat or represent the condition?
 - In your critique you need to be specific, use examples to support what you say
- 4) Suggest a potential (and reasonable) solution to the issue, which may be in use already, or may be something you came up with
 - Include supporting arguments or reasons why you have chosen this solution.
- 5) Summary: Briefly summarize your main points, **and** discuss what you learned from the project, being specific rather than general, vague, fluffy or flowery
- 6) Utilizing the information from *Writing Sociology Papers* on in-text citations (pp. 66-68) and reference sections (pp. 69-72), properly cite all references you use throughout the paper, and include them in a reference section at the end of the report. Your reference section should include only those sources you cite when writing the paper (including items from the annotated bibliography that you use in your paper).

***Letter to Person of Influence* – Due with full project, 12/9 – 15 points**

- Drawing on the information you learned with this project, you need to write a letter to a person of influence with your issue (e.g. a public official, the head of an agency or organization, a policy maker, etc.). You will need to take a position on a policy/political issue related to your project, informed by your research into the issue, and weigh in on the issue as informed by your findings and conclusions. We will talk about how to write effective letters before this assignment is due.
 - While you will not need to mail this letter as part of the assignment, I would encourage you to do so (after receiving feedback on the letter)!

Course Schedule¹:

I. Intro to Environmental and Natural Resource Sociology:

Aug. 31st: Introduction to the course

Reading for Sept. 2nd: excerpt from Mills, C. W. 1959. “The Promise of Sociology;” and from Berger, P.L. 1963. “Invitation to Sociology;” Jacobsen, M. 2014. “Utah Students ‘Grossly’ Unprepared for Workforce, Study Says;” also *A Guide to Writing*, pp. x-xii, “To the Student”

❖ September 7th: Labor Day Holiday

Reading for Sept. 9th: Bell, M.M. 2016. “Environmental Problems and Society;” also *A Guide to Writing*, pp. 4-12 from Ch. 1, “Getting Started”

✓ **Wed. Sept. 9th: Reflexivity Essay due**

II. The Explanations from Environmental Sociology:

Theory:

Reading for Sept. 16th: Barbosa, L.C. 2009. “Theories in Environmental Sociology;” Humphrey, C.R., T.L. Lewis, and F.H. Buttel. 2002. “Social Theory and the Environment;” Hardin, G. 1968. “The Tragedy of the Commons,” pp. 1244 from “Tragedy of Freedom in a Commons” to top of 1246 (up to “Freedom to Breed is Intolerable”)

✓ **Wed., Sept. 16th: Certificates from CCEL training modules for service work due**

➤ **Extra Credit opportunity** – Wed., Sept. 16th: “Wasteland” Movie & Panel, 7-8:30 p.m. at Peery’s Egyptian Theater (Engaged Learning Series event)

Social Constructions:

Reading for Sept. 23rd: Greider and Garkovich. 1994. “Landscapes: The Social Construction of Nature and the Environment;” Freudenburg, W.R., S. Frickel and R. Gramling. 1995. “Beyond the Nature/Society Divide: Learning to Think Like a Mountain”

Reading for Sept. 25th: C. Ward. 2013. “Please, No More Environmentalists: Embodiment as a Path to Ecological Citizenship;” also *A Guide to Writing*, pp. 13-27 – Ch. 2, “Designing Your Paper”

✓ **Mon. Sept. 28th: Must be signed up with me for selected service organization**

III. Sustainability and That which is Unsustainable:

Sustainability:

Reading for Sept. 30th: TBA

- There will be an additional current reading on sustainability

✓ **Mon. Oct. 5th: Internet File due**

Waste:

Reading for Oct. 7th: Humes, E. 2012. *Garbology*, Intro (pp. 1-16), Ch. 2 (pp. 39-58), Ch. 10 (pp. 208-246)

Reading for Oct. 9th: Humes, E. 2012. *Garbology*, Ch. 12 + Epilogue & Afterword (pp. 268-306); also *A Guide to Writing*, pp. 29-41 – Ch. 6, “The Textual Analysis Paper”

✓ **Fri. Oct. 9th: Journals due—1st batch**

¹ Please note: this syllabus is subject to change due to outside speakers, added activities and readings, environmental disasters we need to examine or other circumstances beyond my control.

IV. Environmental Attitudes and Action:

Reading for Oct. 14th: Heberlein, T.A. *Navigating Environmental Attitudes*, the following pages:

Ch. 1: pp. 3 to top of pg. 11; Ch. 2: pp. 20-23; Ch. 3: pp. 34-52; Ch. 4 – “Conclusion”: p. 68

- **Extra Credit opportunity** – Th., Oct. 15th: “Bag It: Is Your Life Too Plastic” Movie & Panel, 6-8 p.m. at the Pleasant Valley Library (Engaged Learning Series event)
- **Extra Credit opportunity** – Fri., Oct. 16th: Philip Cafaro of Colorado State will be speaking on the ethics of species extinction, 1:30 p.m., Wildcat Theater (Distinguished Lecture in Philosophy)

Reading for Oct. 16th: Heberlein, T.A. *Navigating Environmental Attitudes*, Ch. 11, pp. 161-170

Reading for Oct. 21st: Maniates, M.F. 2001. “Individualization: Plant a Tree, Buy a Bike, Save the World?” - also *A Guide to Writing*, pp. 163-166 – Part 4, “Finishing Up”

❖ October 23rd: Fall Break

V. How It All Plays Out:

The Local Environment:

Reading for Oct. 28th: Ward, C. 1999. “Storming the Castle of the Invisible Ecothug;” other readings TBA

Environmental Justice & Injustice:

Reading for Nov. 2nd: Brulle, R.J. and D.N. Pellow. 2006. “Environmental Justice: Human Health and Environmental Inequalities;” Shiva, Vandana. 2000. “Stolen Harvest of Seed.”

- **For class on Wed. Nov. 4th, we will not be meeting at 9:30, but will be attending a presentation by Dr. Dan McCool from 12:30-1:30 p.m. in EH 229: “American Indian Land and Water: Confronting Many Challenges” (part of Native Symposium)**
 - **Attendance at this event is required**

Constructions of Climate Change:

Reading for Nov. 9th: Brulle, R.J. 2013. “Institutionalizing Delay: Foundation Funding and the Creation of U.S. Climate Change Counter-Movement Organizations.”

✓ **Mon. Nov. 9th: Service work must be completed, hours submitted to WeberSync**

- **Extra Credit opportunity** – Tues., Nov. 10th: as part of “Respecting Sacred Land: Conversations on Water, Waste, and Sustainability” – Native Symposium w/ Goshute Tribes
 - 9 a.m.: Conversations on water by Mr. Rupert Steele, Conferderated Tribes of the Goshutes
 - 10:30 a.m.: Conversations on Waste by Mr. Garth "Jerry" Bear, Jr., Skull Valley Goshute Indian Tribe

Reading for Nov. 11th: TBA

✓ **Fri. Nov. 13th: Journals due—2nd batch**

Energy:

Reading for Nov. 16th: Bell, S.E. 2015, “Energy, Society, and the Environment;” other readings TBA

✓ **Mon. Nov. 16th: Reflection Paper #2 due**

Water:

Reading for Nov. 23rd: Carolan, M. 2013. “Water: There’s No Substitute;” Crimmel, H. (ed.). 2014. *Desert Water: The Future of Utah’s Water Resources*, Intro and Ch. 1, pp. 1-28

✓ **Mon. Nov. 23rd: Service work paper (report on action) due**

❖ **November 27th: Thanksgiving Holiday**

Risk:

Reading for Nov. 30th: Bell, M.M. 2012. “The Rationality of Risk;” Ward, C. 1999. “Breakfast Cereal for Two-headed Babies.”

Reading for Dec. 2nd: Williams, T.T. 1992. “The Clan of One-Breasted Women;” Ringholz, R.C. 2002. “The Dawn’s Early Light.”

Wrap-Up Week: No additional reading

Mon. 12/7: Discussion of your projects

Wed. 12/9: In-class wrap-up

✓ **Wed. Dec. 9th: Full Media Project/course paper due**

✓ **Last day ANY extra credit may be turned in!!!**

➤ For class on Fri. Dec. 11th, we will not be meeting at 9:30, but will be attending a presentation by Dr. Richard Alley from 12:30-1:30 p.m. in the Wildcat Theater – Dr. Alley is most known for his work with “Earth, the Operating Manual”

○ **Attendance at this event is required**

✓ **Wed. Dec. 16th: Journals due—final batch – needs to include Dr. Alley**

▪ (Like the others, this batch of journal entries is worth 25 points)