



**SOCI 3312: Environmental Sociology**

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**Catalog Course Description:**

This course examines relationships and interactions between society and the environment. This includes inquiries into how the natural world and its degradation influence the way societies are organized by studying human communities as part of natural ecosystems.

**Detailed Course Description:**

This course examines relationships and interactions between society and the environment. This includes inquiries into how the natural world and its degradation influence the way societies are organized by studying human communities as part of natural ecosystems. Using the sociological perspective, the materials presented here demonstrate the ways in which environmental issues are fundamentally structural and must be understood as such in order to be addressed. We will focus on the sociological aspects of environmental issues, drawing from literature in political economy, social inequality, social constructionism, sociology of knowledge, and social movements. We will also consider issues of development and globalization to bolster our understanding of the relationship between structural conditions and lived experiences in our own country and abroad.

**Course Objectives:**

The primary objective of this course is to introduce students to the intellectual and pragmatic issues concerning the relationship between people and the environment. By the end of the course students should be able to:

- understand the role of social structure and state policy in environmental issues
- discuss the various definitions of nature and the environment and understand how those definitions inform how we approach environmental issues
- understand the major theories used to describe and analyze the relationship between humans and the environment
- identify how environmental problems intersect with social inequalities
- think critically about environmental movements and social change
- demonstrate college-level ability in written work, including ability to revise according to instructor feedback
- apply experience in civic engagement activities to broader environmental issues and be able to describe what s/he has learned about her/himself as it relates to civic commitment and public action
- work effectively as part of a team to conduct research and present findings
- demonstrate improved ability in oral communication, specifically in the form of public presentation

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This is a **Writing Intensive** course so writing will be an integral part of measuring student mastery of course content. This also means that you will have several opportunities to work on improving your writing skills. Revising is fundamental to improving writing skills, so this semester you will receive feedback on your writing that you should use to revise and improve toward producing a final version. If you have any questions about this part of the course, please do not hesitate to ask!

Additionally, this course includes a **project-based service learning** component. To this end, students will engage in a group project, the results of which are to benefit a local community partner. This aspect of the course requires some off-campus site visits and group meetings beyond scheduled class time.

**Required Textbook/Readings:**

- Leslie King and Deborah Auriffeille 2020. *Environmental Sociology: From Analysis to Action*, 4<sup>th</sup> Edition. Rowan & Littlefield Publishing
- Vandana Shiva 2005. *Earth Democracy: Justice, Sustainability, and Peace*. South End Press
- Other materials listed on the syllabus will be available through Blackboard or the course eReserves page.

**Course requirements:**

Below is a description of the five main activities for this course. They include (1) reading assignments, (2) participation in class and service activities, (3) taking quizzes, (4) writing journal entries, and (5) one research project.

- 1. Reading assignments and other materials:** Students are expected to complete the reading assignments before coming to class. Additional readings beyond the texts listed above will be available on the course E-Reserve page. These are listed in the course schedule as “Online” readings and are just as important as the readings from your book. Your professor will also provide you with links to news articles or video clips to consider throughout the semester.
- 2. Attendance and participation in class and service activities:** Attendance and participation in course activities, including service-learning activities, will constitute around 14% of your grade (100 points). Students can earn points by attending class, arriving on time to meetings or site visits, and being thoughtfully present during all discussions and activities. In order to maximize your points, come to class regularly, having read the materials, and be ready to participate.
- 3. Quizzes:** Students will take 5 quizzes at regular intervals throughout the course. Quizzes are worth 40 points each and will cover the readings and other material assigned since the last quiz. Quizzes will be given during class time or, if we are short on classroom time, online using Canvas.
- 4. Journals:** Students will write 10 journal entries reflecting on the course topics and the service learning project. Journal entries should be 500 words or more and can be written in first person (I, me, my). Journals are your chance to reflect on your thoughts for the week, identify issues in

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your service project, and apply what you are learning to the broader social world. Journals are due online via Canvas on Sundays at 11:59 PM CST.

**5. Research project:** All students will conduct a group-based service project that includes individual papers and a group presentation. This research project requires students to engage in a minimum level of service and group work surrounding the chosen topic. Groups will be assigned by the instructor and students will be expected to work as a team as well as produce individual written reports. Further instructions for this project will be available in class and on Canvas. The total points for the following deliverables is 200:

- Literature review (25 pts)
- Paper draft (25 pts)
- Revised research paper (75 pts)
- Group presentation (50 pts)
- Peer assessments (25 pts)

**Posting of Grades:**

- All student grades will be posted using the Canvas gradebook and students should monitor their grade status through this tool.
- Students should always refer to the syllabus for total points and points possible. The Canvas gradebook tool has been known to misinform students from time to time.
- Grades will usually be posted within 7-10 days of due dates. Some assignments, like our research paper, require more personalized instructor feedback. These assignments could take longer to grade and so you may need to be patient.

Coursework	Points
Attendance and participation in SL activities (25 days @ 4 points)	100
Quizzes (5 @ 40 pts)	200
Research project Literature review – 25 points Draft – 25 points Paper w/ revisions – 75 pts Presentation – 50 points Peer assessment – 25 pts	200
Journals (10 @ 10 pts)	100
<b>Total:</b>	<b>600</b>

Points	%	Grade
540-600	90 – 100%	A
480-539	80 – 89%	B
420-479	70 – 79%	C
360-419	60 – 69%	D
359 and below	0 – 59%	F

**COURSE SCHEDULE**

Assigned chapters are from your book, Environmental Sociology: From Analysis to Action. Readings not in your book are available online. These reading assignments are available on reserve in the library and/or on our course eReserve page.

**Week 1.**

Topic	Date	Read	Other
Course orientation and Introduction to Environmental Sociology	Jan 14	Syllabus, course intro	
	Jan 16	Auriffeille & King's Introduction: "Environmental Problems Require Social Solutions" p.1	<b>Journal 1</b>

**Week 2.**

Topic	Date	Read	Other
What is nature?	Jan 21	<b>Online:</b> Jacoby's "Introduction to Service Learning," pg. 1-25 In: <i>Service Learning Essentials</i> . Film - <i>Dry Season: Living Dangerously</i>	
	Jan 23	1. Angelo and Jerolmack, "Nature's Looking Glass" p.5	<b>Journal 2</b>

**Week 3.**

Topic	Date	Read	Other
Nature vs. Society?	Jan 28	<b>Online:</b> Čapek, Stella M. "The Social Construction of Nature: Of Computers, Butterflies, Dogs, and Trucks" 21. Barlett's "Campus Alternative Food Projects" p.318	
	Jan 30	<b>Online:</b> William Cronon's "The Trouble with Wilderness" <b>Establish SL groups</b>	<b>Quiz 1</b>

**Week 4.**

Topic	Date	Read	Other
Political Economy I	Feb 4	<b>Online:</b> Barbosa, Luiz C. "Theories in Environmental Sociology" p. 25-46 Chapter from <i>Twenty Lessons in Environmental Sociology</i> .	
	Feb 6	2. Foster's "Why Ecological Revolution?" p.35 4. Longo & Clausen, "The Tragedy of the Commodity: The overexploitation of the Mediterranean Bluefin Tuna Fishery" p.63	<b>Journal 3</b>

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**Week 5.**

Topic	Date	Read	Other
Political Economy II	Feb 11	<b>SL group project meetings</b>	
	Feb 13	5. Benjamin Vail, "Ecological Modernization at Work? Environmental Policy Reform in Sweden at the Turn of the Century" p.81 6. York et al. "A Tale of Contrasting Trends: Three Measures of the Ecological Footprint in China, India, Japan, and the United States" p.97	<b>Journal 4</b>

**Week 6.**

Topic	Date	Read	Other
Environmental Inequalities	Feb 18*	<b>SL group project meetings</b>	<b>Quiz 2 (online)</b>
	Feb 20	7. Clark, Auerbach, and Zhang, "The DuBois Nexus" p.113 10. Bryson et al. "Turning Public Issues into Private Troubles: Lead Contamination, Domestic Labor, and the Exploitation of Women" p.159	

**Week 7.**

Topic	Date	Read	Other
Framing environmental conversations	Feb 25	12. Bonds. "Legitimizing the Environmental Injustices of War" p.191 16. K.M. Norgaard, "People Want to Protect Themselves a Little Bit" p.239	<b>Journal 5</b>
	Feb 27	<b>eRes:</b> Bell & York, "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia"	

**Week 8.**

Topic	Date	Read	Other
SL Focus	Mar 3	<b>SL group project meetings</b>	
	Mar 5*	Film: "Burning the Future: Coal in America" (2008). Film, 90 mins	<b>Journal 6</b>

**SPRING BREAK            Mar 9-13            No class this week!**

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**Week 9.**

Topic	Date	Read	Complete
Environmental Disasters	Mar 17	<b>SL group project meetings</b>	
	Mar 19	13. Ritchie et al. "The BP Disaster as an Exxon Valdez Rerun" p.207 14. Thomas Beamish, "Silent Spill: The Organization of an Industrial Crisis" p. 215	<b>Journal 7</b>

**Week 10.**

Topic	Date	Read	Other
Globalization	Mar 24	3. Daniel Faber, "The Unfair Trade-off: Globalization and the Export of Ecological Hazards." P.49	
	Mar 26	<b>eRes:</b> Freund & Martin, "Driving South: The Globalization of Auto Consumption and its Social Organization of Space."	<b>Quiz 3</b>

**Week 11.**

Topic	Date	Read	Other
Living Economies	Mar 31	Shiva's book <i>Earth Democracy</i> , introduction and chapter I	
	Apr 2*	<b>SL group project meetings</b>	<b>Journal 8, DRAFTS DUE 4/5/20</b>

**Week 12.**

Topics	Date	Read	Other
Living Democracies	Apr 7	Shiva's book <i>Earth Democracy</i> , chapter 2	
	Apr 9	Shiva's book <i>Earth Democracy</i> , chapter 3	<b>Journal 9</b>

**Week 13.**

Topics	Date	Read	Other
Living Cultures and Earth Democracy in Action	Apr 14	Shiva's book <i>Earth Democracy</i> , read to the end	
	Apr 16	<b>eRes:</b> Juliet Schor "Cleaning the Closet: Toward a New Fashion Ethic"	<b>Quiz 4</b>

**Week 14.**

Topics	Date	Read	Other
Social and Environmental Change I	Apr 21	<b>eRes:</b> Michael Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?"	

	Apr 23	<b>Online:</b> “Mobilization in the Global South.” Chapter 17 from <i>Twenty Lessons in Environmental Sociology</i> .	<b>Journal 10</b>
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**Week 15.**

Topics	Date	Read	Other
Social and Environmental Change II	Apr 28	18. David Pellow, “Politics by Other Greens” p.272	
	Apr 30	<b>Presentations</b>	<b>Quiz 5</b>

**Week 16.**

Topics	Date(s)	Read	Other
Finals week	May 5-7	Final papers due on May 7th	<b>Papers due May 7th</b>

**Important University Dates:**

See the Academic Calendar: <https://www.tamuct.edu/registrar/academic-calendar.html>

April 3, 2020 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

May 9, 2020 Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 12, 2020 Final grades due to the Registrar’s Office

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource

materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

#### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

#### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

#### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

#### **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

#### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library.

Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

#### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

#### **Copyright Notice.**

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