**Instructor:** Dr. Stephanie Hilwig

**Course:** Sociology 425, Environment & Society (3 Credit Hours)

**Time:** TTH 11:00 – 12:15

**Office:** 382

**Office Hours:** All office hours will be held virtually. I will be available to meet on:

MWF 10:00 to 11:00

TTh 1:00 to 3:00

Email when you want to meet and I will send you a link to meet virtually. I will be available as much as possible beyond those hours to help you this semester. The benefit is you can even meet from the comfort of your own home.

**E-mail:** stephaniehilwig@adams.edu

**Website:** blogs.adams.edu/stephanie-hilwig

**PREREQUISITES:**

Soc 201

**REQUIRED TEXTBOOKS:**

*Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* by Richard Louv. Algonquin Books of Chapel Hill: 2008.

*An Invitation to Environmental Sociology 4th* Edition by Michael Mayerfeld Bell. Sage Publications: 2012

**COURSE OBJECTIVES:**

The primary objective of this course is to look at the ways in which human societies – their values, behaviors, traditions, beliefs, institutions, and government – relate to and impact the physical environment. Topics include; environmental movements, globalization, environmental management, and governmental and economic policies. We will address questions in this course such as how serious are our environmental and social problems? How are various entities from governments, corporations, the international community, and citizens addressing these issues? What impact do globalization, development, and industrialization have on environmental problems? How have economic and social policies contributed to or helped to alleviate environmental problems? Because addressing almost all environmental concerns is inherently an economic issue, we will also be examining the structure of our economic system and how it impacts environmental problems.

**STUDENT LEARNING OUTCOMES:**

1. Be able to describe the controversies surrounding some specific environmental issues

2. Be able to explain the reasons populations grow, the rates at which they grow, and the consequences of continued growth

3. Be able to discuss Wallerstein’s World Systems Theory and the relationship between globalization and environmental problems

4. Be able to describe the Treadmill of Production, NIMBY, and Tragedy of the Commons

4. Be able to explain the political and economic constraints on implementing environmental policies

5. Be able to give examples of global and local environmental movements, their history, and their philosophies

6. Be able to evaluate the merits and faults of eco-feminism as an approach to understanding environmental problems

**FORMAT OF THE COURSE**

1. This course will include a great deal of interesting and thought-provoking, informative, and discussion provoking reading. There will also be a good deal of writing conducted both in and out of class in response to the readings.
2. The class format will include a mixture of lectures, activities, discussions, and films. The more active the class, the better experience everyone will one will have, and consequently the more we will learn.
3. This semester, class format will be slightly different than most semesters. First, videos of all lectures will be posted in Blackboard. All lectures will be held in person on Mondays and Wednesdays. Fridays, I will post a review lecture in Blackboard so no in-person lectures on Friday, only video. These will be a review of the material to help you master the theories and prepare for the exams. You can watch these videos as many times as necessary to master the material.
4. Additionally, all assignments and exams will be taken in Blackboard. I will pass out a study guide for both major exams, but will not hold a review session. Video recorded lectures can be reviewed for that purpose.
5. Because the semester is on a shortened timeline and we will need to meet “contact hours” required by HLC. We will meet these hours with the exams, video lectures, and activities outside of regularly scheduled class time. I will make these flexible so you can work with your work, family and homelife schedules. It comes to about 3 hours over the course of the semester

**ASSIGNMENTS AND GRADING**

**Short Presentation: (15% of grade)**

In pairs, students will research a specific environmental problem facing the planet. It is the responsibility of the group to discuss the issue, the seriousness and consequences of that issue, and to discuss the social, political and economic barriers that are hindering an effective response to the issue. For instance, the solution to global warming would be to move away from fossil fuels towards renewable energy sources. Why are societies not doing this? All presentations will require at the end of the presentation discussion questions to get the class thinking and talking about relevant and controversial points.

**Blue Book Quizzes: (40% of grade)**

Every week you will be asked one question about the readings due for that week. The questions will require a short paragraph response. The quizzes will be worth 45% of your final grade. All questions will come directly from your readings.

**Essays: (15% each essay; 45% combined)**

A good portion of what you will do in this class is designed to encourage you to make the most out of the material from the readings, lectures, and class discussions. A secondary, but just as important goal is to help with your writing and communication abilities, a skill useful in any occupation. To help facilitate this process, you will each be required to write three papers in response to the readings, each worth 15% of your grade (45% combined). Each essay should be about 5-6 pages in length clearly analyzing a particular issue based on concepts, facts, and knowledge learned in other courses.

**Essay 1 due Tuesday Sept 29th**

**“Despite the abundance of food production and technology, why do we still have famine and malnutrition throughout the world? Explain the politics of agribusiness, population and development on the politics of famine.”**

**Essay 2 due Tuesday Oct 27th**

**“Why does economic development in the Third World not lead to the alleviation of poverty in those countries? Explain the policies and practices of the international community and transnational corporations in the First World and their role in wreaking environmental and economic havoc in Third World countries and poor communities in the US.”**

**Essay 3 due Thursday Dec 2nd**

**“How have different populations and groups responded to the environmental crisis? Why do some groups recognize a larger crisis than other groups? What policies or programs could result in changing attitudes and practices regarding the environment?”**

**Grading:** A 90 % and above

B 80 – 89 %

C 70 – 79 %

D 60 – 69 %

F 59 % and below

**Persons with Disabilities:**

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all university programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Accessibility Services (OAS) is located in Richardson Hall 3-100, or available at OAS@adams.edu, and 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses this semester. They may provide you with letters of accommodation, which can be delivered in two ways. You may give them to me in person, or have the Office of Accessibility Services email them. Please make an appointment with their office as early as possible this semester so that we can discuss

how potential accommodations can be provided and carried out for this course. If you have already received letters of accommodation for this course from OAS, please provide me with that information privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester.

**Academic Freedom and Responsibility: for courses that do not involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

**Academic Misconduct:**

Students should abide by all student ethical conduct, especially those rules pertaining to cheating and plagiarism. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated in this course. Any student engaging in academic dishonesty in this course can expect a failing grade for the course and formal charges to be brought before the Department Chair.

**Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus.  I also have a mandatory reporting responsibility related to my role as a responsible employee as designated under Title IX . It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on

Adams State University Campus or that may be impacting an ASU student. Students may speak to someone confidentially by contacting Adams State University Counseling Center at the Adams State University Counseling Center located in Richardson Hall 3100 or contacted at 719-587-7746. You may also fill out an anonymous “concern form” at <https://www.adams.edu/students/ccc/>. Crisis support can be found in the San Luis Valley community 24/7 at San Luis Valley Comprehensive Mental Health Center: 719-589-3671 or Tu Casa: 719-589-2465. Tu Casa offers services for victims of sexual assault and domestic violence.

Alleged violations can be reported to the Adams State University Title IX Office, Director Ana Guevara, at 719-587-8213 or at anaguevara@adams.edu. The ASU Title IX Office is located in the Student Union Building (SUB) room 327. Reports to law enforcement can be made to Adams State University Police Department at #1 Petteys Hall or contacted at 719-587-7901, 911, or 24 hour dispatch at 24 hour dispatch: 719-589-5807 (State Patrol).

**Face coverings and social distancing in the classroom**

Students are required to correctly wear face coverings at all times (covering nose and mouth) and maintain social distancing (minimum of six feet between individuals in traditional classrooms, or, in instructional laboratories and similar settings, only a few minutes in closer proximity when absolutely necessary to achieve learning objectives). In addition, students should not share pens, phones or other personal items. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and must stay at home.

Instructors have the right to and will ask individuals who do not comply with mask and social distancing requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply, they will be considered in violation of the student code of conduct and will be reported to Student Affairs.

Additionally, students may be asked to wipe down areas/common equipment when necessary, including, but not limited to, during class and/or after classes end. Again, this will be in compliance of the student code of conduct.

The University asks that we all demonstrate the Grizzly spirit by following these and all health guidelines and requirements. We expect our university community  to set the example and keep ourselves and the members of the SLV community in which we live, work and learn, safe.

**Quotes**

"The weight of our civilization has become so great, it now ranks as a global force and a

significant wild card in the human future along with the Ice Ages and other vicissitudes

of a volatile and changeable planetary system"

*-* ***Dianne Dumanoski***

Earth provides enough to satisfy every man's need, but not every man's greed."

*-****Mohandas K. Gandhi***

"The superior man seeks what is right; the inferior one, what is profitable."

***- Confucius***

“The struggle to save the global environment is in one way much more difficult than the

struggle to vanquish Hitler, for this time the war is with ourselves. We are the enemy, just

as we have only ourselves as allies. In a war such as this, then, what is victory and how

will we recognize it?"

**- *Al Gore***

"Modern Society will find no solution to the ecological problem unless it takes a serious

look at its lifestyles."

***- Pope John Paul II***

Why is it that we judge development on what we have built rather than what we have

preserved? We strive to protect what was built by man, but give little thought to

protecting what was made by God."

***- Juanito G. Cambangay***

**COURSE OUTLINE: (Schedule is Tentative and likely to change)**

**Topic Readings**

**Week 1 – Aug 25th**

Extent of Environmental Problems Bell Chp 1

Louv Chp 1

***Film “The 11th Hour” or “Before the Flood”***

**Week 2 – Sept 1st** Bell Chp 2

Louv Chps 2-3

Population

**Week 3 – Sept 8th**

Affluence and Consumerism Bell Chp 2

Louv Chps 4-6

***Film “Food, Inc.”***

**Week 4 – Sept 15th**

Food and the politics of famine and farming Online Reading

**Essay 1 due Sept 29th**

**“Despite the abundance of food production and technology, why do we still have famine and malnutrition throughout the world? Explain the politics of agribusiness, population and development on the politics of famine.”**

**Week 5 – Sept 22nd**

Politics, Science, and the Economy Bell Chp 3

**Week 6 – Sept 29th**

**Film** Louv Chps 7-10

**Week 7 – Oct 6th**

Globalization Online Reading

Transnational corporations and neocolonialism

***Film “End of the Rainbow”***

**Week 8 – Oct 13th**

World Trade Policies

**Essay 2 due Tuesday, Oct 27th**

**“Why does economic development in the Third World not lead to the alleviation of poverty in those countries? Explain the policies and practices of the international community and transnational corporations in the First World and their role in wreaking environmental and economic havoc in Third World countries and poor communities in the US.”**

**Week 9 – Oct 20th**

Environmental movements

Environmental Justice Chps 11-12

***Film “A Killer Bargain”***

**Week 10 – Oct 27th**

Environmental attitudes Louv Part IV

Anti-environmentalism Bell Chp 6 & 7

***Film “Climate of Doubt”***

**Week 11 – Nov 3rd**

Environmental Domination Louv Part V

Religion

**Week 12 – Nov 10th - Nov 17th**

Presentations and discussions of environmental concerns and political roadblocks

**Essay 3 due Thursday Dec 2nd**

**“How have different populations and groups responded to the environmental crisis? Why do some groups recognize a larger crisis than other groups? What policies or programs could result in changing attitudes and practices regarding the environment?”**

***FINAL EXAM***