

SOC291: Introduction to Environmental Sociology
Spring 2018: M & W, 1:30-4:20

T 1-105 (and other locations)

INSTRUCTOR: Randolph Haluza-DeLay, PhD

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Office Hrs: TBA

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COURSE DESCRIPTION:

In the Calendar, SOC 291 is described as: "Sociological examination of the relationship between human societies and the natural environment."

Understanding society requires understanding both the collective impact of humans on the environment and the natural world on humanity. This course will address the role of social structures as cause, impediment and solution to environmental problems. Topics include the social construction of nature, sustainable societies, environmental justice, and environmental movements.

COURSE TEXTS:

TEXTBOOK: Bell, Michael M & Loka L. Ashwood. 2016. An Invitation to Environmental Sociology (5th ed.). Thousand Oaks, CA: Pine Forge.

The textbook offers a framework to understand the concepts relating to the topic of the course. It will be an invaluable resource. Class lectures, discussions, and guest speakers will supplement the textbook.

COURSE REQUIREMENTS:

| <u>Assignment</u> | <u>Due</u> | <u>Weighting</u> |
|---|-------------------|------------------|
| Photovoice Scrapbook Project | Monday June 11 | 30% |
| Exam 1 | Monday, May 28 | 25% |
| Final Exam (tentative) | June 15 (11:30am) | 35% |
| (Since this time is assigned by the University of Alberta, students are responsible for confirming date, time and location). | | |
| 2 small writing reflections | | |
| #1: Thursday May 10 via email. "How does Sociology bring a different way of looking at the environment than other disciplines?" | May 10 | 5% |
| #2: 1-2 Sample Photovoice entries. | May 23 | 5% |

These two small writing reflections are designed to get you started and to see what my expectations are before the big assignments. For example, the sample photovoice entries will make sure you are on the right track.

Note: Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading in the University Calendar.

Prerequisites: None

Anti-Requisite: None

Registration: Students are responsible for ensuring they are officially registered. Check your Class Schedule on Bear Tracks to confirm that you are properly registered in this course and section. You must be officially registered to receive marks: instructors are not allowed to mark the exam of an unregistered student or to add a student name to the official class list. If you have difficulty registering, speak with the Sociology Undergraduate Advisor (5-27 HM Tory Building).

PHOTOVOICE SCRAPBOOK

PHOTOVOICE is a technique of picture-taking to present a viewpoint. In this case, you are to present Environmental Sociology concepts in pictures in Edmonton.

The scrapbook items must be accompanied by a half-page to full-page commentary on the item and how it relates to concepts that are part of environmental sociology. Commentaries should be typed about a half-page long (12 page font, margins, 1.5 or double-spaced). Quality matters over quantity. The scrapbook can also include a limited number of news article clippings or other items. All items should be relevant to illustrating the relationship of environment, environmental topics and human societies – examples include institutions, lifestyle practices (keep this scanty; use a sociological imagination on personal lifestyle!), ideas, values, culture, ecological justice, and domains like economics, politics, and the arts.

The album should include between 12 (minimum) & 25 items – consider 1½ per class period to be normal. The items should be selected for ways that they represent course concepts. This could include how drawing on environmental sociology and its concepts would improve analysis and solution-finding for environmental challenges. Material will be judged on the basis of presentation, variety and apparent effort (30%), basic details/analysis (40%), and insight (30%). You **MUST** use course concepts. Good analysis will often draw on literature from the field and must include proper referencing (referencing details provided below).

EXAMS

Exams will focus on course concepts more than facts; facts and details can be important in correctly illustrating concepts. Exams will include some multiple choice or matching questions, but will be primarily short answer. Study guides will be provided. **You are expected to use these environmental sociology concepts in other projects.**

GRADE SCALE

| DESCRIPTION | PERCENTAGE | GRADE | GRADE POINT VALUE |
|---------------------|------------|-------|-------------------|
| <i>Excellent</i> | 95-100 | A+ | 4.0 |
| | 90-94 | A | 4.0 |
| | 85-89 | A- | 3.7 |
| <i>Good</i> | 78-81 | B+ | 3.3 |
| | 74-77 | B | 3.0 |
| | 70-73 | B- | 2.7 |
| <i>Satisfactory</i> | 66-69 | C+ | 2.3 |
| | 62-65 | C | 2.0 |
| | 58-61 | C- | 1.7 |
| <i>Poor</i> | 54-57 | D+ | 1.3 |
| <i>Minimal Pass</i> | 50-53 | D | 1.0 |

COMMENT:

The word “analysis” has been used several times above.

ANALYSIS. (1 : separation of a whole into its component parts; 2 a : an examination of a complex, its elements, and their relations b : a statement of such an analysis. 3: a detailed examination of the elements or structure of something).

FOCUS ON THE THIRD DEFINITION.

EXPECTATIONS On Class Format, Ground Rules & Being Respectful: PLEASE READ!

This class follows a lecture and group work format intermixed with audio and video to stimulate thought, illustrate concepts, and provoke and promote in-class discussion. In order to make this format more interactive, I ask that you respect the following ground rules:

- **ATTENDANCE** is the top predictor of excellence and coming to understand the material. This is especially important in that much of the course content will not be easily captured as “notes” you can get from a peer in class.

- I expect that students express their views, raise questions, and challenge taken for granted assumptions about society and the environment. For this to be possible, it is necessary that we all come to class with an open mind and willingness to listen to other points of views and perspectives that may challenge our own values and ways of thinking.
- Therefore, whoever is speaking (instructors or fellow students) must be heard in silence. Talking and whispering disturbs others who are listening, and is a sign of disrespect. If you have something to contribute to the discussion, or topic under consideration, share it with the class; otherwise save it for a later and more private opportunity outside of class. DO NOT require me to manage you in order to manage the classroom. I am a teacher not a talk cop.
- Cell phones must be turned off or silenced at all times during class and exams. If it is an expected emergency (i.e. family illness, child care issue, etc.) please quietly step out into the corridor before taking the call.
- Arriving late and/or leaving early disturbs others. If it is unavoidable, sit in a place such that you will create the least disruption – for example if you come in late, sit in the nearest seat or if you have to leave early, find a seat that will allow you to leave with as little disturbance as possible. If coming late or leaving early on a regular basis cannot be avoided, please let me know.
- I cannot emphasize enough the value of regular attendance in class. Students who attend regularly and read the assigned chapters and readings in advance have greater comprehension and retention, and perform better on various forms of evaluations. Assigned readings and lectures overlap and, while not identical, are complementary and mutually reinforcing. If you decide to not attend class you should be aware of the risk. The University holds students responsible for any information provided during class time. If you will be missing classes occasionally, or regularly, I recommend you find a classmate who is willing to lend you their notes and fill you in on what was missed.
- My lecture notes will be posted online (on eClass), but the class will inevitably deviate from the planned notes. Since class is not merely me lecturing at you, classes are prepared ahead, but then emerge organically in a different form.
- SOC 291 has an eClass site. If you have access to Bear Tracks, your CCID and Password allows you to access the Moodle course site for SOC 291. The course syllabus will be posted on eClass.
- Due to the increasing number of emails I receive requesting information on materials already covered in lecture, I will rarely send you the materials or respond in an email more than 3-4 sentences. I reserve the right to reply that you should speak with your classmates who were in attendance or to come and see me upon appointment.
- Grades will not be discussed through e-mail, nor will I discuss your course and assignment grades in comparison to other students in the class. Grades can be accessed through the eClass site, and you can discuss them with me in person by appointment.
- While this should go without saying, I will not ‘raise’, ‘increase’, ‘upgrade’, or ‘bump up’ your grade at your request at any time in the course, or after the final exam.
- **Finally, and perhaps most importantly, if you are having trouble in this class, please come see me sooner rather than later: Sooner – there is a good chance that we can work together to address your problems in the course, Later – there is a good chance that you will be left with a lower grade than you would like.**

Recording of Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components

Regular attendance is essential for optimal performance in any course. For missed exams where after consulting the student policies you believe there to be a potentially excusable absences due to illness or domestic affliction, notify Dr. Haluza-DeLay by e-mail, explaining the circumstances underlying the absence.

This email should be as soon as possible, and within two working days from the date of the missed exam. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult [Attendance](#) under Academic Regulations of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

The final exam cannot be rescheduled. Under extenuating circumstances (as outlined in the Attendance section under Academic Regulations) students who cannot write the exam, or cancel their final exam during the exam period, must provide documentation and apply to the professor for a deferred exam date. Special procedures apply for Spring Term, but see <https://calendar.ualberta.ca/content.php?catoid=28&navoid=6961#Attendance>

Writing Assistance

Many students have difficulty writing. Editing each other’s work and carefully editing your own work are ways to improve your writing. In addition I recommend contacting: (1) Student Success Centre (located in SUB 2-300, Tel: 780-492-2682, website: <http://www.studentsuccess.ualberta.ca/>) (2) The Centre for Writers (<http://c4w.ualberta.ca/>) offers free one-on-one writing support. Past experience has shown that seeking early help will avoid the last minute backlog of students needing writing assistance. (3) Another option may be to hire a tutor – visit Info Link to inquire about their tutor registry.

Students with Disabilities or Special Needs:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services (SAS): Room 1-80 SUB, 492-3381 ssds.ualberta.ca. Altho notification of instructors is done online, you are welcome to talk to me directly about accommodation and be certain that I received the information and understand.

University Policy on Academic Misconduct:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

LATE ASSIGNMENTS:

Late assignments will be assessed a 10% reduction per day late. Assignments are due at the start of class. Assignments turned in after we have started class will be considered late. This goes for electronic delivery as well. (The point is – you should be IN CLASS when class starts!)

INTERNET CREDIBILITY:

Increasingly, the internet is a major resource for finding information. But the internet is laden with hoaxes and misinformation. In addition, web sites disappear or are restructured, making it difficult for someone else to check the information you are citing. As with any source of information, you must be responsible in judging credibility. In scholarly work (such as the assignments for this course), be cautious or find more reputable sources of information than the internet. Document clearly.

DETAILS of ASSIGNMENTS:

Deviation from these directions will affect the mark

- Work must be original and not used for any other course.
- All written assignments should be typed and double spaced (**1.5 spacing is acceptable and will save paper**). The 1.5 or double spacing improves readability for me and provides space for comments.
- Maximum lengths are absolutely firm. You should be able to write what you need to in whatever the

- allotted length.
- For references and citations, American Sociological Association (ASA) style should be followed as appropriate (for example, you would follow ASA style for an academic paper, but not for a personal journal, nor a magazine article). The “I” subject voice is appropriate for reflective papers. See below for examples.
- **A cover or title page is not necessary** but please put your name and student #, *AND course #*, at the top of first page. **Staple** and include a page header/running title - just in case the staple comes out.
- You may email assignments to me by the following method.
 - Include your last name as the first part of the filename, followed by course code, and title (e.g., Haluza-DeLay291 EnvJustice scrapbook). If you use Microsoft Word or Open Office simply email the document. **DO NOT USE A GENERIC FILENAME.**
 - If you use another word processor (e.g., Pages), convert your written assignment to RTF (Rich Text Format) by using the “save as” function on your word processing software. (Beware that some formatting may be lost). Alternatively, convert the document to PDF (PDF is complicated to read my comments). Do not send a file created in Microsoft Works.
 - Learn to use the functions of your wordprocessor (e.g., headers, footers, hard page returns, etc.) Learning the technical details of our electronic world will serve you greatly in your future.
 - Keep a copy of your work on your computer. Email the document to me as an attachment. Tell me the word processing software that you use (e.g., WordPerfect 2000). Add yourself as CC, and Keep a copy of your email sending the assignment. This is your only evidence that you actually sent it when you claim to have sent it.
 - EXPECT a response that I received it. Things do get lost in cyberspace. Getting it to the recipient IS your responsibility.
 - I will mark the document using the “track changes” and “comments” functions and send it back to you.

Remember that the key to writing is *to communicate*. Therefore, you must pay attention to the reader, using the most appropriate style for what you wish the reader to understand.

Write economically. More is not better; usually more is worse. The best thing that ever happened to my writing was a stint as a newspaper columnist. I only had 17 column inches of space to fit whatever I wanted to say. It was never enough on the first draft. But the final draft was far better written by being forced to stick in that allocated space. Thank you to tough editor.

REFERENCING FORMAT:

Follow one of the following two styles that use an Author-Date format for citations.

- 1) American Sociological Association style guidelines.
- 2) Alternatively, you may use APA (American Psychological Association).

DO NOT USE MLA STYLE (it is a humanities style that is not author-date, not social science).

The examples below are ASA.

In-text citations:

Within the text of your paper, use author’s last name only and date of publication in parentheses after the idea. Not referencing ideas not your own is stealing (called plagiarism.)

Example: *In the movie I watched, the leadership style was transformative, exemplifying vision, charisma and attentiveness and concern for others (Davis, 1981).*

ANY TIME you use the author’s own words, you are quoting. Quotes require quotation marks around the quote, and are immediately followed by the author’s last name, date of publication followed by a colon and page number on which the quote was found.

Example: *Surprisingly, the challenge to mainstream taken-for-granted viewpoints went unacknowledged, and multiculturalism was often reduced to “fun, food, feathers and festivals” (McGillicuddy, 1995: 46).*

References:

In a separate section at the end of each paper there should be a list of references used in the paper. List only references actually used in the paper. Note the various types of sources in the reference list below.

(book)

Davis, Angela. 1981. *Women, Race and Class*. New York: Random House.

(chapter in an edited book)

McGillicuddy, John. 1995. "Multicultural Efforts and Social Cohesion." Pp. 34-56 in *Challenges to the Way it Isn't: A Question of the Future*, edited by Marianne Somebody and Joseph Nobody. Toronto: Wadsworth.

(Journal article)

Samuelson, Leslie. 2003. "The Mystery of Mysteries: Canadian Society." *Journal of Social Balance* 24: 119-123.

(World Wide Web webpage)(basic) (don't provide the "proxy url" from a database)

American Sociological Association. 2000. "Scholarship of Teaching and Learning Workshop." Washington, DC: American Sociological Association, Retrieved May 5, 2000 from <http://www.asanet.org/members/socwkshp.html>.

Haluza-DeLay, Randolph B. 2001. Green fire and Religious Spirit, *Journal of Experiential Education*, 23 (3), 143-149. Also available at <http://csopconsulting.tripod.com/jee/>

Notes

- All entries are in alphabetical order and have a "hanging indent" (also known as "reverse-indented": 1st line of each entry flush left, subsequent lines indented.)
- Do not use footnotes in place of in-text citations. (Footnotes are only to be used to extend the argument by adding useful, but not essential extra material. See the explanations for footnotes in the style guides.)
- DO NOT NUMBER THE REFERENCES!
- Notice how references are cited: Author of actual reference leads the entry, NOT the editor of the actual book. Therefore, the citation in the paper should be (McGillicuddy 1999) NOT (Somebody and Nobody 1999).
- Follow all punctuation properly. ATTENTION TO DETAIL IS IMPORTANT. (It is sort of silly, but some readers see such attention to detail as representative of the attention of the writer to the data analysis or thought process. So, this is good training!)
- **Check a Sociology journal for format for other sources.**

SOC 291: Introduction to Environmental Sociology(Spring 2018) (This outline is subject to change. We may also choose to use the outdoors as our classroom if the weather is ideal. You are responsible for attending class, and checking eClass or your email or other resources that may be used in this course for such notices.)

TENTATIVE CLASS SCHEDULE (be aware that this may vary)

| Session | Dates | Overview | Readings for class |
|---------|---------|--|--|
| 1-Mon. | May 7 | Intro to the course, getting started, who are you? what do you think? What is Environmental Sociology | None |
| 2-Wed. | May 9 | Thinking through the problems: Key Issues Current global conditions: Millennium Assessment (2005); IPCC AR V (2013-4). Intro to Environmental Sociology-Organizing the Ecological Society; Individuals as Cause & Solution? <i>Small writing reflection #1 due on Thursday May 10</i> | Bell, chap 1, 11 (pp.313-329) |
| 3-Mon. | May14 | Consumption; Materialism; Ecological Footprint; Values-attitudes | Chapter 2 |
| 4-Wed | May16 | Treadmills of Production (Money & Markets) | Chapter 3 |
| Mon. | May 21 | VICTORIA DAY (no class) | |
| 5-Wed. | May 23 | Population <i>Small writing reflection #2 (sample photovoice entries) due Wed May 23</i> | Chapter 5 (note chapter reordering) |
| 6-Mon. | May 28 | Tech & Science <i>Exam #1-last hour of class</i> | Chapter 4 |
| 7-Wed | May 30 | Environmental Justice(L7 & L8) | Chapter 6 |
| 8-Mon. | June 4 | The Social Construction of Nature and environmental Problems (L9). L-“Nothing here to care about.” | Chapter 9 (note chapter reordering) |
| 9-Wed | June 6 | Guest event, TBA | |
| 10-Mon | June 11 | Worldviews & Culture <i>Photovoice Scrapbooks due</i> | Chapter 7 &8 (portions, to be explained in class). |
| 11-Wed | June 13 | Environmental Mvmts New Ecological Imaginaries | Chapter 11, 13 |

Final Exam (Friday June 15, 11:30am) – Consult Beartracks to confirm date, time, and location