

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: 5/3/10
- b. Department/Division: Sociology
- c. Is there a change in "ownership" of the course? YES NO
If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Shaunna Scott Email: shaunna.scott@uky.edu Phone: 7-6882
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: SOC/CLD Proposed Prefix & Number: no change
360
- b. Full Title: Environmental Sociology Proposed Title: No change
- c. Current Transcript Title (if full title is more than 40 characters): Environmental Sociology
Proposed Transcript Title (if full title is more than 40 characters): No change
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): CLD 360
Proposed – ADD³ Cross-listing (Prefix & Number): No change
Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|------------------|-------------------------------|-------------------------------------|------------------|--------------------|
| Current: | <u>3</u> Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| Proposed: | <u>3</u> Lecture | _____ Laboratory | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: No change

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin:

A sociological study of the emergence of the environment as a social issue in contemporary societies. Topics may include the social, cultural and economic factors associated with the perception of environmental issues; risk perception; and the mobilization of publics around environmental issues.

Proposed Course Description for Bulletin:

A sociological study of the inter-relationship between human societies and the natural environment. Topics may include population growth; food systems; energy; climate change; risk perception; disasters; sustainability; social movements; and environmental justice.

j. Current Prerequisites, if any: SOC 101 or CLD 102.

Proposed Prerequisites, if any: None

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

The change in course description uses up-to-date language for the same content. There is no change in content. The removal of the pre-requisite will facilitate students taking this course for the General Education requirement and other programs, such as Environmental Studies.

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: Because this course is cross-listed, I checked "Yes" to the question concerning affect on another department (CLD). However, there will actually not be any major impact upon the students or faculty of SOC and CLD.

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a. Check box if If changed to 400G- or 500-level course you must send in a syllabus and you must include the

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

changed to 400G or 500. *differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: SOC CLD 360 minor crs change and add GenEd

Proposal Contact Person Name: Shaunna Scott



Phone: 7-6882

Email: shaunna.scott@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
sociology faculty	<i>5/3/10</i>	Patrick Mooney / 7-6895 / patrick.mooney@ <i>u</i> ky.edu	
community and leadership development faculty	<i>5/3/10</i>	Gary Hansen / 7-7586 / ghansen@ukky.edu	<i>see attached email</i>
		/ /	
		/ /	
A&S Associate Dean	<i>5/3/10</i>	Anna Bosch / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	12/07/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Hanson, Roxie

From: Mooney, Patrick
Sent: Monday, May 03, 2010 2:33 PM
To: Hanson, Roxie
Subject: FW: Additional Gen Ed forms for SOC 360 (review them? file them? just let me know when I can go ahead)

Roxie, here is Gary Hansen's approval of the change to SOC 360 and the dropping of the SOC 101 pre-requisite.

Patrick

Patrick H. Mooney, Chair
Department of Sociology
1537 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
phone (859) 257-4409
Fax (859) 323-0272
phmooney@uky.edu

From: Hansen, Gary L
Sent: Monday, May 03, 2010 2:29 PM
To: Mooney, Patrick
Cc: Scott, Shaunna
Subject: RE: Additional Gen Ed forms for SOC 360 (review them? file them? just let me know when I can go ahead)

Pat,

The relevant CLD faculty have reviewed the proposed SOC/CLD 360 course change and unanimously approve. We also approve dropping the SOC 101 or CLD 102 prerequisite.

Gary

Gary L. Hansen
Extension Professor and Chair
Dept. of Community & Leadership Development
500 Garrigus Bldg.
University of Kentucky
Lexington, KY 40546-0215

Phone: 859-257-7586
Fax: 859-257-1164
E-mail: ghansen@uky.edu

www.uky.edu/Ag/CLD

SOC / CLD 360-001: Environmental Sociology
Spring 2010
CB 339
Wed, 4-6:30

Instructor Contact Information

Shaunna L. Scott
shaunna.scott@uky.edu

1557 POT
257-6882

Office Hours: Wed, 1 to 2 (drop by during this time, or email for appointment)

TA: Terry Lunsford
Office Hours: Mon, 2-3

1543 POT

Course Description

The goal of this course is to introduce you to Environmental Sociology, a sub-field within the discipline of Sociology that explores the inter-relationship between human societies and the natural environment to which they belong. In this course, students will develop an ability to examine the dynamic relationship between society and nature from various sociological perspectives. Among the topics we will explore are population growth, access to food, public health, ownership and quality of water, energy, climate change, biodiversity, disasters, technology and risk, social movements, and environmental justice.

Learning Outcomes

By the end of this course, you should:

- Demonstrate an understanding of how key environmental issues facing our planet today are related to human society and culture
- Demonstrate an understanding of key theoretical paradigms used by environmental sociologists, including historical materialism, social constructivism, world systems theory, and the “new environmental” paradigm
- Develop an ability to explain the relationship between environmental sociology and sociology, including the historical and cultural contexts in which the subfield and discipline emerged
- Apply key concepts covered in this course to the analysis of environmental issues or topics
- Demonstrate an understanding of how local environmental issues are related to environmental issues elsewhere in our nation and globally (cross-regional and cross-national comparison)

- Demonstrate an understanding of how the distribution of environmental risks and benefits are influenced by race/ethnicity, class, and region (environmental justice)
- Demonstrate an understanding of the historical and cultural context of U.S. environmentalism, the varieties of U.S. environmental organizations and discourses, and their relationship to environmental movements elsewhere
- Demonstrate an ability to conduct and present research and to evaluate the validity and usefulness of various sources of information
- Demonstrate an ability to debate and discuss controversial issues collegially from a variety of perspectives
- Demonstrate an ability to deliberate collectively and effectively on issues of collective concern

Readings

Bell, M. 2009. *Invitation to Environmental Sociology*. Third edition. Pine Forge Press. ISBN-13: 978-1-4129-5655-0

Gould, K. and T. Lewis. 2009. *Twenty Lessons in Environmental Sociology*. Oxford Univ. Press. ISBN-13: 978-0-19-537112-3

Electronic journal articles and essays linked through Blackboard.

The required texts are also on 2-hour reserve at WT Young Library under S. Scott / SOC 360.

An additional recommended reading is available at MI King Special Collections:

Montrie, Chad. 2003. *To Save the Land and People: A History of Opposition to Surface Mining in Appalachia*. Chapel Hill: UNC Press. ISBN: 0-8078-5435-2 (MI King Special Collections Call #: F217.A65 S38 2001)

Assignments and Grading

Groups will decide whether their collective research will result in individual or group policy briefs. The class will also determine the procedure for scoring class participation and in-class presentations. These matters will be discussed at our first class meeting and decided at our second class meeting. If you miss either meeting, you forfeit your right to engage fully in this collective decision-making process. Whatever the class decides will apply to everyone in the course (regardless of whether they participated in the decision-making process).

The components of the course are as follows:

- | | |
|---|---------|
| 1) Weekly open book, on-line quizzes (10) | 150 pts |
| 2) Participation / Preparation / Attendance | 150 pts |

3) "Commons" Reflection Essay (800-1000 words)	40 pts
4) Group Policy Brief Bibliography / Research	100 pts
5) Policy brief (1500 1600-words) (group or individual TBA)	100 pts
6) Individual essays (4 @ 800-1000 words each)	160 pts

Total 700 pts

Evaluation Criteria

Separate documents will explain the purpose of each Assignment and the evaluation criteria for determining your grade. I will use the standard 90-100 (A), 80-89 (B)... < 60 (E) scale in evaluating your work.

I share the U.K. College of Arts & Sciences definition of "C" as average or typical work. A "C" meets expectations for the general undergraduate population; students can earn a Bachelor's degree with a C (2.0) average. Therefore, I generally expect the median, mean and modal grade in all courses that I teach to be C (75%).

I do not grade on a curve and have no set number of A's, B's, C's, to give. Theoretically, everyone could get an A (outstanding/super/greatly exceeds expectations; everyone could get a D (poor, disappointing, does not meet expectations).

The instructor and TA are happy to meet with you, explain assignments, give advice, and provide feedback to help you improve your command of the material and, hence, your grade. The instructor is also open to modify in-class activities in an effort to help the entire class understand the material better and improve their performance in the course. However, the instructor will not renegotiate grades, lower expectations, drop grades or eliminate assignments under any circumstances.

At mid-term time, you will receive a report of your grade up to that point. It will include grades for Quizzes 1 - 7 and your participation grade through March 3.

Cheating and Plagiarism

The Department of Sociology takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before

submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

Avoiding Plagiarism

If you **quote** someone, you must use quotation marks and provide the author's name, year of the publication and page number of the source. It looks like this:

Scott (2009) reported, "Student learning is enhanced when students play an active role in class discussion." (p. #) OR...

"Students who take responsibility for their learning and their actions have a higher chance of success than those who take a passive role in their education," observed one educator (Scott 2009: p#).

I have no preference about which of these two formats you use. Just provide the information.

When you **paraphrase**, you put another person's ideas *into your own words*. Even when paraphrasing, you must cite the source of your idea in the text, but you do not have to provide a page #. Example:

According to Scott (2009), C is a perfectly acceptable grade.

In your research project (regardless of format) and essays, be sure to cite your sources (immediately after the direct quotes or paraphrased ideas) and list the references and data sources you have used to develop your ideas in all research projects or essays. *All research projects must include a list of references and data sources.*

Lists of references should be formatted accordingly:

Last name, First name. year. *Title*. City: Publishing Company.

Last name, first name. year. "Article title." *Journal title* vol.(no.): pp#-pp#.

List of data sources should include: author, government agency or organization, interview or surveyor; website address (if applicable), date of report, publisher (if applicable), and date retrieved or collected.

For more details, see the link Blackboard link on UK's Policy on Plagiarism.

Consequences of Plagiarism in this Course

If you plagiarize, here is what will happen: On the first offense, you will be reported to the Chair of the Department of Sociology and the Registrar will be contacted to determine if you have been charged with plagiarism before at the University. If not, you will receive an E on that assignment and will meet with the instructor and (possibly) the Chair to discuss the seriousness of this offence and how to avoid it in the future. If you have been charged with plagiarism before OR if there is a second offense in this course, you will get an E in the course and will be reported both to the Chair of Sociology and to the UK Ombud. You will be notified in writing if that occurs and will have 10 days to appeal the charge before the Ombud.

Syncing Bboard with Facebook

Whether you already have a Facebook account or not, any Bb user can click the BbSync link after logging in. It's at the bottom of the Tools box to the left of your Courses list. Facebook will invite you to login (or set up an account if you haven't done that yet).

Once in Facebook, you'll note a similar link for BbSync in your list of apps at the left. Facebook will step you through the process. Click BbSync to get an update of what's new in Blackboard -- a new assignment posted, a new quiz up, a new grade

posted. It's live in Facebook, with a quick link back to everything that's changing in your Bb courses

Only students registered in Bb courses will be able to pull the information from their courses into the BbSync tool in Facebook. Others will not be able to view the information they receive. And, no personal information is fed through BbSync -- it only delivers notices that new information (like Announcements or Assignments) has been posted in the course.

General Course Rules

- Attend class: arrive to class **on time** and leave only after class is dismissed.
- Turn **cell phones off** during class meetings; do not text message during class. If you are monitoring a child or sick relative, you may put your cell phone on silent ring; please exit the classroom to engage in any emergency cell phone conversations. If you are observed texting in class, you will be instructed to turn off your cell phone and will receive a 0 as your participation score for the meeting.
- Do not use **lap tops** or other electronic devices during class meetings for non-class purposes (e.g., checking email, getting on Facebook, watching YouTube, reading the news, etc.). If you are observed using lap tops or other electronic devices for non-class purposes, you will be asked to turn off and put away that device and you will receive a 0 as your participation score for the meeting.
- Remove your earpieces and **turn off your music** during class time. If you are observed listening to music, you will be asked to turn off your music player and will receive a 0 as your participation score for the meeting.
- Treat your instructor and class mates with **respect** (do not interrupt, belittle, ridicule or use hateful speech). Disagreement and debate will be welcome in this class *only* when conducted in a civil and collegial manner.
- **Do not plagiarize!** (see above)
- **Participate** in class discussion, whether organized in the whole or small groups.
- **Do not eat** during class meetings. You may drink bottled water during class. Secure your bottled water in a safe location when your group is working with a lap top or making class presentations.
- Always come to class prepared to participate. **Read assignments** by the discussion date. (On-line quizzes are intended to assist with that.)
- **Check Blackboard** and email regularly (every day or 2). (You may sync Bboard with Facebook to assist with this [see above].)

- Keep **digital or hard copy back-up** of your assignments.
- Turn in all assignments by the **due dates**. Use the Assignment feature in Bboard to turn in your essays. Quizzes are completed on-line. Group work, case study source list, and peer evaluations should be emailed to the instructor as a Word attachment.
- **Extra credit** can be earned on the on-line quizzes by answering questions on the recommended readings. The only other extra credit given in this course will be the points earned by the first- and second-place teams during our "Tragedy of the Commons" exercise on 1/27. These are the only means by which to earn extra credit in this course.
- If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Schedule

1/13/10

Course Overview

Film: "Journey to Planet Earth: The State of the Planet"

1/14 - 1/20

Environmental Sociology and Paradigms

Class Activities: decisions about grading participation, presentations, preparation, and group v. individual)

Read:

Bell, Ch. 1

Barbosa, Theories in Environmental Sociology (20 Lessons)

Greider & Garkovich (1994) Landscapes: The Social Construction of Nature & the Environment

Murphy (1995) Sociology as if Nature Did Not Matter

Familiarize yourself with Blackboard course shell, read docs

Download worksheet to document your consumption

Consider how to grade participation and group v. individual research

Complete KEEC Survey.

Quiz 1 due Tues, 1/19, 4 PM

Recommended:

Dunlap (2002) Environmental Sociology

Berry (?) Why I am NOT going to Buy a Computer
<http://home2.btconnect.com/tipiglen/berrynot.html>

Berry (2003) Feminism, the Body and the Machine
<http://www.crosscurrents.org/berryspring2003.html>

1/21 - 1/27

Material Realm: Population, Economy and the Commons

Class activities: Tragedy of the Commons Simulation (your course grade will be affected by participation in and the outcome of this game)

Debate: Malthus was right: pro v. con

Read:

Bell, Ch. 3 & 4

Bates, Population, Demography & the Environment (20 Lessons)

Hardin (1968), The Tragedy of the Commons

Continue documenting your consumption

Complete KEEC survey (if you have not yet done that)

Quiz 2 due Tues, 1/26, 4 PM

Recommended

Berry (2001) The Idea of a Local Economy

<http://home2.btconnect.com/tipiglen/localecon.html>

1/28 - 2/3

Ideal Realm: Culture, Religion and Ideology

Class Activities: Group analysis of class vs. KY KEEC survey results

Film: "Beyond Measure: Appalachian Culture & Economy"

Read:

Bell, Ch. 6 & 7

Tavakolian, Indigenous Cultures (20 Lessons)

Biujs (2009), Lay People's Images of Nature

KEEC Survey Report

Quiz 3 due Tues, 2/2, 4 PM

Recommended:

Berry (2008) Faustian Economics: Hell Hath No Limits
<http://harpers.org/archive/2008/05/0082022>

2/4 - 2/10

Social & Environmental Inequalities

Class Activities: Group analysis of ecological footprint results (identify our most ecologically destructive activities; discuss ways to reduce our ecological footprints)

Debate: The US should follow stricter environmental standards than developing nations in order to reduce their ecological footprints: pro v con

Read:

Bell, Ch. 2 (review Ch. 3)

Mascarenhas (2009) Environmental Inequality & Environmental **Justice (20 Lessons)**

Hornborg (1998) Toward an Ecological Theory of Unequal Exchange

Take on-line questionnaire & print results for class
<http://www.earthday.net/footprint/flash.html>

Quiz 4 due Tues, 2/9, 4 PM

2/11 - 2/17

Corporations & Technology

Film: "Food, Inc."

Class activities: discuss the ethics of corporate patenting and monopolization of seeds; exploration of the role of social movements in resisting this; organize ourselves into groups for policy briefs (agriculture/food systems; energy; forest/forestry/ deforestation; water/streams/wetlands; development/land use; air quality; waste management; toxins/carcinogens; disaster management / emergency preparedness)

Read:

Schnaiberg (2009) Labor Productivity & the Environment (20 Lessons)

Campbell (2009) Corporate Power (20 Lessons)
York (2009) The Science of Nature & the Nature of Science (20 Lessons)
Gould (2009) Technological Change & the Environment (20 Lessons)

Quiz 5 due Tues, 2/16, 4 PM

Recommended:

Berry (1994) Conserving Communities
<http://home.btconnect.com/tipiglen/communty.html>

2/18 - 2/24

State: Policy, Governance and the Commons (revisited)

Class activities: discuss & redesign commons game to promote sustainability

Read:

Pellow, The State & Policy (20 Lessons)
Ostrom (1999) Coping with Tragedies of the Commons

Quiz 6 due Tues, 2/23, 4 PM

Recommended:

Berry (2004) Compromise, Hell!
<http://www.orionmagazine.org/index.php/articles/article/147/>
Berry (2008) Speech Against the State Government
<http://kentucky.sierraclub.org/events/ilovemountains/Wendell%20Berry%20Speech.02.14.08.pdf>

2/25 - 3/3

Social Movements

Class activities: small group role play (each group will prepare a recruitment speech and materials for an environmental movement organization related to its environmental issue area)

Read:

Bell, Ch. 10
Brulle, US Environmental Movements (20 Lessons)
Obach, Labor & the Environment (20 Lessons)
Lewis, Environmental Movements in the Global South (20 Lessons)

Quiz 7 due Tues, 3/2, 4 PM

Essay on Tragedy of the Commons due Wed, 3/3, 4 PM
(2 to 3 pp; describe what happened, analyze why it happened,
assess the policy / political implications of the experience)

Recommended:

Berry (2000) In Distrust of Movements

<http://thegreenhorns.wordpress.com/essays/essay-in-distrust-of-movements-by-wendell-berry/>

3/4 - 3/10

Disasters & Risk

Class activities:

Read:

Bell, Ch. 9

Freudenberg (1997) Contamination, Corrosion & the Social Order

McSpirit et al. (2007) Risk Perceptions after a Coal Waste
Impoundment Failure

Optional:

Scott & McSpirit (2010/in progress) The Martin County Coal Waste
Disaster: Revisiting the Community after Nine Years

Quiz 8 due Tues, 3/9, 4 PM

3/15 – 3/24

Spring Break / Climate Change

Class activities: discuss and evaluate film as: 1) information /
science; and 2) motivator for social change or political action

Film: "An Inconvenient Truth"

Read:

Yearly (2009) Climate Change & Sociology after Kyoto

Roberts & Parks (2009) Ecologically Unequal Exchange, Ecological
Debt & Climate Justice

Update research plan

Quiz 9 due Tues, 3/23, 4 PM

Research plan (updated) due, 3/24, 4 PM

Recommended:

View vimeo "Wake Up, Freak Out!"

<http://wakeupfreakout.org/film/tipping.html>

(script at <http://wakeupfreakout.org/wakeup.html>)

Animator's statement at <http://wakeupfreakout.org/about.html>

View video "The Heat is Online"

[http://climateprogress.org/2009/12/27/watch-ross-gelbspans-video-on-climate-change-and-the-fossil-fuel-industry-fossil-fuel-funded-disinformation-campaign-](http://climateprogress.org/2009/12/27/watch-ross-gelbspans-video-on-climate-change-and-the-fossil-fuel-industry-fossil-fuel-funded-disinformation-campaign-launched/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+climateprogress%2FICrX+%28Climate+Progress%29)

[launched/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+climateprogress%2FICrX+%28Climate+Progress%29](http://climateprogress.org/2009/12/27/watch-ross-gelbspans-video-on-climate-change-and-the-fossil-fuel-industry-fossil-fuel-funded-disinformation-campaign-launched/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+climateprogress%2FICrX+%28Climate+Progress%29)

3/25 - 3/31

Research Meeting (meet at B108-C in basement of WT Young)

Class activities: research sources & information literacy training ; do research

4/1 - 4/7

Biodiversity

Guest Speaker: Garrett Graddy (Geography)

Read:

Toussaint (2005) Debating Biodiversity

Claussen & York (2007) Global Biodiversity Decline of Fish...

Quiz 10 due Tues, 4/6, 4 PM

Bibliography / Source List for Policy Brief due Wed, 4/7, 4 PM

Recommended:

Berry (2006) Afterword from *Missing Mountains: We Went to the Mountaintop But It Wasn't There*

http://www.newsoutherner.com/Missing_Mountains.htm

4/8 - 4/14

Sustainability

Class activities: each group presents 3 policy recommendations to promote sustainable production and consumption; class advises groups about policies to pursue to policy brief

Read: Marrakech Process, draft 3 (linked to Bboard)

Recommended: browse other UN websites (linked to Bboard)

"The Story of Stuff" (a 20-minute video linked to Bboard)

4/15 - 4/21

Policy Brief Preparation

Class meeting time can be used as group work time

4/22 - 4/28

Policy Briefs Due

Class activities: Present and /or observe & evaluate policy brief presentations

*Policy Brief and Source List Due 4/28, midnight

4/29 – 5/3

Write Four Essays

**5/3/10
Mon, 5 PM**

Four Essays Due

General Education Course Approval Form

Date of Submission: 5/3/10

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Sociology

Course Prefix and Number: SOC / CLD 360 Credit hours: 3

Course Title: Environmental Sociology

Expected Number of Students per Section: 35 Course Required for Majors in your Program? No

Prerequisite(s) for Course? None (see course change form)

Departmental Contact Information Date: 5/3/10

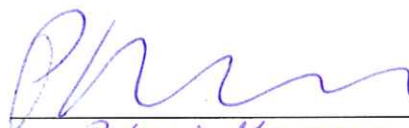
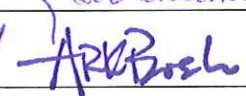
Name: Shaunna Scott Email: shaunna.scott@uky.edu

Office Address: 1557 POT Phone: 257-6882

3. In addition to this form, the following must be submitted for consideration:

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

4. Signatures

Department Chair:  (see attached email) Date: 5-3-10
 Dean: Anna R. K. Bosch  Date: 8/5/10

Submit all proposals electronically to:
Sharon Gill
 Office of Undergraduate Education
Sharon.Gill@uky.edu

**General Education Proposal Narrative
SOC/CLD 360: Environmental Sociology**

**Shaunna L. Scott
Associate Professor, Sociology
May 2010**

Introduction

SOC/CLD 360: Environmental Sociology serves as an introduction to Environmental Sociology, a sub-field within the discipline of Sociology that explores the inter-relationship between human societies and the natural environment. The topics discussed and debated in the course include: population growth, access to food, public health, ownership and quality of water, energy, climate change, biodiversity, disasters, technology and risk, social movements, and environmental justice.

The purpose of the course is for students to learn about environmental sociology. Students will be asked to apply sociological concepts and research methods to learn more about environmental issues, how society and culture contribute to / construct these issues, and how environmental risks and benefits are differentially distributed across social groups, based on class, race/ethnicity, and region / nation. The information that is presented and collected through this class will be used in a variety of in-class deliberative activities that will prepare students for active citizenship in a democracy.

The course syllabus submitted in this proposal is a slight adaptation of the SOC / CLD 360 course that I taught during Spring 2010. This course includes active learning activities and encourages student participation and deliberation and, therefore, is appropriate for the General Education / US Citizenship Area.

1. General Education (US Citizenship) Learning Outcomes

The course topics are of obvious timely interest to US (and world) citizens. The approach of the course encourages deliberation, debate, inquiry and a focus upon policy, governance, engagement, and social (environmental) justice. The course learning outcomes that are most relevant to the US Citizenship Area of General Education are:

- Develop an ability to explain the relationship between environmental sociology and sociology, including the historical and cultural contexts in which the subfield and discipline emerged
- Demonstrate an understanding of how local environmental issues are related to environmental issues elsewhere in our nation and globally (cross-regional and cross-national comparison)
- Demonstrate an understanding of how the distribution of environmental risks and benefits are influenced by race/ethnicity, class, and region (environmental justice)
- Demonstrate an understanding of the historical and cultural context of U.S. environmentalism, the varieties of U.S. environmental organizations and discourses, and their relationship to environmental movements elsewhere
- Demonstrate an ability to conduct and present research; debate and discuss controversial issues collegially from a variety of perspectives; and deliberate collectively and effectively on issues of collective concern

2. Active Learning Activities

Throughout the course, students will be engaged in active learning, discussion and debate. There will be group discussions in which they compare the class and Kentucky responses to the same survey on environmental issues and knowledge and one in which they compare and contrast their consumption patterns / size of their ecological footprints. There will be debates about whether the US should adopt stronger guidelines to reduce its ecological footprint than developing countries and about whether Malthus was correct in his prediction and suggestions about the population growth and food production. In addition, there will be role plays where they will take various positions with respect to social perspectives and political interests / ideologies. These activities will contribute to a spirit of open inquiry and debate in the course (see Appendix A).

In preparation for these in-class activities, students will be engaged in reading, taking surveys, documenting their consumption patterns, observations of the social world, and research which will prepare them for active engagement in class activities and, later, for civic engagement.

3. Course Assignments to be Assessed for General Education

Throughout the course, our engagement activities will hone skills necessary to citizenship in a democratic society. However, two assignments may be assessed as part of General Education. These are: 1) the individual written reflection on the "Tragedy of the Commons" simulations; and 2) the group "Policy Brief" assignment.

The "Tragedy of the Commons" reflection will be a 1.5- to 2-page essay in which the student describes what happened during the two in-class "Tragedy of the Commons" simulations: what happened, what s/he learned from these experiences, and what the implications are for common pool resource management generally. Students will first engage in a simulation with rules set by the instructor intentionally designed to make it difficult for them to manage the common pool resources successfully. Later, they will read 2009 Nobel Prize winner Elinor Ostrom's research on common pool resource management and, based upon her research, re-design the simulation with rules, incentives and sanctions of their own making. They will re-play the simulation to see if the outcome is different.

This process was done in the course during Spring 2010, and was highly successful (see Appendix A). Students failed to manage their resources successfully in the first round but were able, in the second round, to collaborate to design rules and incentives that resulted in maintenance of the common pool of resources and a positive outcome for them (ie., all present earned course bonus points). For General Education assessment, I will ask students to provide a written reflection on this experience.

The second major assignment will be a group research project concerning policies which will encourage sustainable production and consumption practices and / or attainment of environmental justice in an assigned environmental area (e.g., agriculture/food systems; energy; forest/forestry/ deforestation; water/streams/wetlands; development/land use; air quality; waste management; toxins/carcinogens; disaster management / emergency preparedness).

The research will be conducted as a group effort. Students will decide at the beginning of the course whether they wish to write a collective or individual policy briefs. Policy briefs will be 2 to 4 pages (1500 words) in length and will include the following elements: executive summary; introduction; data and findings; conclusion; and implications / recommendations. Briefs will either be presented orally in class or posted on Blackboard. Students will be asked to review and evaluate the policy briefs of others.

Appendix A

I asked students in the Spring 2010 version of SOC / CLD 360 to write an essay reflecting upon their experiences in the course, what they learned and found valuable, and what they would change about the course. The following excerpt from a student essay illustrates that SOC / CLD 360 would support the General Education learning outcomes for US Citizenship:

“Interestingly, because of the course, I have changed several of my views about genetically modified food. I am an Agricultural Biotechnology major, and since I started taking biotechnology classes, I have been a supporter of genetically modifying our crops. In fact, the Agricultural Biotechnology program was founded by a group of professors who do research on making new genetically modified crops, and so I only learned about the benefits of GMOs. Thus, I used to dismiss all possible concerns and instead support GMOs, thinking that they would be our solution to solving world hunger and preventing climate change. After doing research for my case study report, I have become much more concerned about the United States’ use of GMOs. After learning about Monsanto’s almost complete monopoly on genetically modified seeds and their development of seeds that make them more profitable (rather than ones that are more beneficial for consumers), I think that the U.S. should reconsider their regulations of GMOs, especially the patenting process. I also believe that the health and environmental effects of GMOs should be more rigorously studied. Thus, I think that the most valuable part of this course for me has been learning how to thoroughly research a topic without being biased, even if I have a set view, and to learn how to be open to changing my mind.

The most valuable aspect of the course for me was the discussion based setup of the classroom. Although we were graded on participation, I felt that the majority of people contributed because they were interested in the topic and had something they wanted to share. It was a nice change from the traditional lecture style setup. Everyone did not always agree with each other, but I thought the class provided a healthy atmosphere for discussion. I also thought that it was valuable that we had people from many different backgrounds, both academically and in our relation to the environment.

The most memorable classroom activity was definitely the Tragedy of the Commons game. I was shocked by the outcome, which really drove the point home of how the Tragedy of the Commons can occur in real life and how peoples’ actions often do not seem reasonable to others. . .”