

ENVS 201: Introduction to Environmental Studies: Social Sciences

Instructor: Jason Schreiner, jschrein@uoregon.edu - 541-346-3484 (email is best)

TR 8:30 – 9:50, Global Scholars Hall 123

CRN: 16493 / 4.00 credits (Fall 2014)

INSTRUCTIONAL TEAM

Name	Email	Office Hours and Location
Jason Schreiner	jschrein@uoregon.edu	Thursday, 2:30-4 or by appt. in PLC 57
Aylie Baker	aylieb@uoregon.edu	Thursday, 12-1:30 or by appt. in The Buzz (EMU basement)
Jenny Crayne	jcrayne@uoregon.edu	Wednesday, 12-1:30 or by appt. in Columbia 47A
Deion Jones	deionj@uoregon.edu	Tuesday, 10:30-11:20 or by appt. in Columbia 47A

DISCUSSION SECTIONS

CRN	#	Time	Day	Room	Graduate Teaching Fellow (GTF)
16494	1	1000-1050	r	201 VIL	Aylie Baker
16496	2	1100-1150	r	201 VIL	Aylie Baker
16497	3	1200-1250	r	201 VIL	Jenny Crayne
19498	4	1300-1350	r	44 COL	Jenny Crayne
16499	5	1400-1450	r	12 PAC	Deion Jones
16500	6	1500-1550	r	11 PAC	Deion Jones

COURSE DESCRIPTION

This course introduces some of the significant social-environmental challenges of our time, with a focus on social science perspectives (sociology, geography, political science, economics, law, business, and psychology). We will explore the causes, consequences, and potential approaches to addressing these challenges. We will begin by examining the roles of science and technology, population, affluence and consumption, and economic development in shaping social-environmental challenges. We will then focus on particular issues and case studies concerning agriculture and food, energy, water, climate, and biodiversity, and culminate with an exploration of environmental justice and activism. Students will also have the opportunity to choose specific topics for our collective study. The course also includes a required community service-learning project and a required research project. *This course fulfills the UO Social Science Group general education requirement and is a core requirement for Environmental Studies and Environmental Science majors. The course must be taken for a grade in order to satisfy ENVS/ESCI major requirements.*

COURSE MATERIALS

There are no required books for this course. All course texts are available as URL links or PDF files on the course Blackboard site (<http://Blackboard.uoregon.edu>), in the 'Course Documents' folder under 'Readings.'

COURSE OBJECTIVES

This course is designed to facilitate your learning and practice of basic social scientific inquiry used in the study of social-environmental issues. By investing your time and effort fully in meeting course expectations and requirements, you should finish the term being able to:

- Identify social-environmental issues and describe the challenges they pose for human societies
- Discern various causes of social-environmental problems and appraise potential ways for addressing them
- Conduct basic research on social-environmental issues using social scientific perspectives
- Reflect on key concepts, engage in meaningful dialogue with peers, and articulate ideas using research, critical reasoning, and personal conviction
- Apply critical concepts in future courses, academic research, and practical situations such as internships, service-learning opportunities, citizen action, and personal choices

COURSE REQUIREMENTS AND ASSIGNMENTS

Requirements	% of Grade	Due Dates
1. Participation	10%	Weekly in class and discussion section
2. Reading Notes	10%	Due on Blackboard by 12midnight on Wednesdays (weeks 2-8)
3. Quizzes (5 total required)	15%	Due on Blackboard by 5pm on Friday (weeks 2-8)
4. Classroom-Community Connections	10%	Reflection paper due on Blackboard & in section week after service
5. Research Project	25% (5%) (10%) (10%)	<ul style="list-style-type: none"> • Topic Proposal due on Blackboard on 10/17/2014 @ 12noon • Issue Brief due on Blackboard on 11/7/2014 @ 12noon • Op-Ed due on Blackboard on 11/26/2014 @ 12noon
6. Learning Reflection Paper	10%	Due on Blackboard on 12/5/2014 @ 12noon
7. Final Exam	20%	12/8/2014 @ 8:00am, GSH 123

1. Participation: Attendance in class and discussion section is required. This course will be very interactive and will include many opportunities for engagement. You are expected to attend class lectures, read/view all assigned material prior to class, complete assignments, use office hours when necessary, and contribute in discussion section. Discussion is crucial to this class, and your section leaders and I will do our best to make you feel at ease and welcome to contribute to our collective conversation. The best ways to understand the complex and controversial topics we will engage is to talk about them with each other, and to contribute any questions, objections, or other thoughts during class and discussion section. Although no relevant remark is out of bounds in this class, you are expected to treat all members of the class, and any guests, with courtesy and respect. Your participation will be assessed based on the consistency and thoughtfulness of your contributions in class and section, and on your alert and respectful interaction with others in the class.

- **Attendance Policy:** Attendance will be taken in class and in discussion sections. You can miss two lectures and one section without penalty. Each additional absence from class or section will reduce your participation grade. If there is a serious illness or family emergency, you must contact your instructor. If you need to miss your scheduled section for an extracurricular obligation or due to illness or an emergency, you can attend another section by contacting your GTF to make arrangements.

2. Reading Notes: You are encouraged to keep notes about the readings as a way to identify key points, note issues that may be confusing or about which you have questions, and prepare for discussion section, quizzes, and the final exam. Your notes will not be graded for content but will be checked by your GTF. To receive credit for your notes, you must submit them to Blackboard by 12midnight on Wednesday evening of each week (weeks 2-8). At a minimum, your notes should include 3 significant points you identify in the reading and 2 confusions or questions you have about the reading; you may include additional thoughts for your own reference. Incomplete notes will not receive credit. A sample form for keeping reading notes is available on Blackboard. You will be able to use your reading notes on quizzes and for a section of the final exam.

3. Quizzes: You will need to complete at least 5 quizzes during the term. Quizzes will be available on Blackboard at the end of weeks 2-8, beginning Thursday at 5pm and ending Friday at 5pm. You are welcome to complete every quiz, but only your best 5 scores will count for your quiz grade. Each quiz will be timed, and you will have only one opportunity to complete the quiz. While you may use your class notes, reading notes, and readings to complete the quizzes, you are encourage to study and prepare for taking the quizzes in order to complete them on time. The purpose of the quizzes is to check your comprehension of key terms and concepts as we go, and to prepare you for the final exam (question formats will be the same, and some quiz questions may appear again on the final exam). More information about taking the quizzes will be provided in class and posted on Blackboard.

4. Classroom-Community Connections: This project will place you in the community to experience how one of the topics we are learning is applied in the actual world. With members of your discussion section, you will engage in a short service project at a community garden managed by FOOD for Lane County on a Saturday during the term. You

will also complete a short reflection paper about your experience that will be **due on Blackboard and in your section the week following your service project**. Guidelines for completing the reflection paper will be discussed in class and posted on Blackboard. If you have a schedule conflict on the date your section is assigned, notify your GTF as soon as possible and choose another date to participate. Missing the day you are scheduled to participate for any reason other than a documented emergency will automatically reduce your CCC grade by one-third of a letter grade; you will still need to participate on another date or complete an alternative assignment to receive credit. Those who are unable to participate for accessibility reasons or intractable scheduling conflicts will need to complete an alternative assignment. Notify your GTF as soon as possible if this is the case.

5. Research Project: You will complete a research project on a social-environmental issue related to a topic we study in the course. Your research will move from proposing a topic to analyzing key issues to advocating for a particular position on the topic. Your project will thus consist of three stages:

- **Topic Proposal:** You will submit your proposed topic, describe its significance, and indicate at least two reference sources using the form posted on Blackboard. The proposal form is **due on Blackboard on Friday, October 17 at 12noon**. The topic proposal is worth 5% of your research project grade.
- **Issue Brief:** You will submit a brief analysis (2-4 pages) of key issues using the form posted on Blackboard. The analysis form is **due on Blackboard on Friday, November 7 at 12noon**. The issue brief is worth 10% of your research project grade.
- **Opinion Editorial:** Your research will culminate with an Opinion Editorial or Op-Ed (700-800 words) in which you advocate for a particular position based on your research, using the guidelines posted on Blackboard. Your Op-Ed is **due on Blackboard on Wednesday, November 26 at 12noon**. The Op-Ed is worth 10% of your research project grade.

Full details for each state of the research project will be posted on Blackboard and discussed in class. The Issue Brief and the Op-Ed will be submitted through SafeAssign on Blackboard. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. It encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. By enrolling in this course you grant your GTF or the Instructor permission to do so.

6. Learning Reflection Paper: A short paper, in which you respond to a few questions about your learning experience during the course, is **due on Blackboard on Friday, December 5 at 12noon**. This assignment will not be assessed for content but rather for thoughtful, thorough effort. Further details will be discussed in class and posted on Blackboard.

7. Final Exam: The final exam will draw from all material assigned as readings or discussed in class. The exam may include any of the following formats: true/false, matching, multiple-choice, fill-in-the-blank, or short answer questions. Additional formats may be used and will be announced in class. You will be able to use your Reading Notes for a section of the exam. The final exam will take place on **Monday, December 8 at 8:00am**.

COURSE POLICIES – *please read carefully!*

Attendance: Class and section attendance are required. Attendance in class lecture will be taken through questions you complete on note cards. Section attendance will be taken by your GTF. You can miss one section and two class lectures without penalty; each additional absence will result in a reduction of your participation grade. If there is a serious illness or family emergency that prevents you from attending class or section, please contact your GTF or Instructor Schreiner. If you need to miss your scheduled section for an extracurricular obligation or due to illness or an emergency, you can attend another section by contacting your GTF to make arrangements.

Completion of Assignments: An assignment must be completed in order to receive credit for it, and you must complete the research project and final exam to pass the course. Late assignments may be accepted up to 24 hours after being due but will be marked down by one-third of a letter grade; assignments submitted later than 24 hours after being due will not be accepted. Incompletes or extensions will be given only in the event of documented emergencies and must be requested as soon as possible.

Copies of Assignments: Please retain the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these original copies as documentation.

Computers and other Electronic Devices: Please respect our collective learning environment by turning off electronic devices during lecture class, including laptops, cell phones, MP3 players, etc. The one exception is a translator device – you are welcome to use this in class as needed, provided it does not become a distraction. You will be notified in class if use of electronic devices is needed for particular activities. If you wish to take notes on a laptop or tablet during lecture, please let Instructor Schreiner know, and please sit in the front of the room. Use of laptops or tablets for note taking will be monitored, and you may be asked to leave if you are using your device for other, non-academic purposes, or if your use of such devices proves to be a distraction. *In all cases, non-academic use of computers or electronic devices that disrupts class may result in your being asked to leave class for the rest of the day.* Please notify your instructor prior to class if you need to have a cell phone on in case of emergency, e.g. an ill family member, pregnant spouse / partner, etc. Your discussion section may have a different policy regarding computers and other electronic devices; please contact your GTF for more information.

UNIVERSITY POLICIES – please read carefully!

Academic Integrity: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct. Additional information about a common form of academic misconduct, plagiarism, is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html> Academic misconduct will be met with disciplinary action (the usual punishment is an "F" for the course).

Accessibility: The University of Oregon is working to create inclusive learning environments. If you experience difficulty in this course for any reason, please don't hesitate to contact me. It is especially important that you notify me within the first two weeks of the term if aspects of the instruction or course design present obstacles to your active participation or prevent you from fully demonstrating your abilities. Such obstacles may include, but are not limited to, issues concerning physical access and mobility, physical or mental health and well-being, and academic learning. I need to know about such issues so that we can discuss necessary approaches to ensure your full participation and facilitate your learning process. The university offers a wide range of services to support students in their efforts to learn and meet course requirements, including the following:

- *Accessible Education Center (AEC):* The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and response to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: <http://aec.uoregon.edu/> - Phone: 541-346-1155
- *University Counseling and Testing Center (UCTC):* The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. Web: <http://counseling.uoregon.edu/dnn/> - Phone: 541-346-3227
- *Teaching and Learning Center (TLC):* TLC provides numerous resources (including courses, workshop, tutoring, and math and writing labs) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: <http://tlc.uoregon.edu/> - Phone: 541-346-3226

Diversity: The University of Oregon is dedicated to the principles of equal opportunity in education and an acceptance of diversity as an affirmation of individual identity within a welcoming community. Open inquiry, freedom of expression, and respect for difference are therefore fundamental to a comprehensive and dynamic education. This course is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities. Please do not hesitate to contact me if you feel aspects of the instruction or course design or classroom activities undermine these principles in any way. You may also notify the ENVS Program at 541-346-5000. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- *Office of the Vice President for Equity and Inclusion:* This Office promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. Web: <http://inclusion.uoregon.edu/> - Phone: 541-346-3175
- *Bias Response Team (BRT):* The BRT works to gather information about bias incidents and to support those who have witnessed, or have become a target, of an act of bias. The BRT provides targets of bias a safe space to have their voices heard, to promote civility and respect, to effect change around these important issues in a quick and effective manner, and to ensure a comprehensive response to bias incidents. Web: <http://bias.uoregon.edu> - Phone: 541-346-1134
- *Center on Diversity and Community (CoDaC):*CoDaC promotes cross-cultural knowledge, skills, and awareness in order to build the capacity of individuals and units across campus to advance the university's goals of equity and inclusion. It sponsors a range of programs for faculty, staff, and alumni, and capacity building initiatives with departments, colleges, schools, and research institutes across campus. Web: <http://codac.uoregon.edu/> - Phone: 541-346-3212

Inclement Weather: In the event of inclement weather, the UO website will prominently display information about closure decisions on the main homepage (www.uoregon.edu). Local television and radio media will be notified as well. Unless the university closes, faculty members not able to travel to campus to convene their classes have the responsibility of attempting to notify students in a timely way that they will not be holding class. In the event of a last-minute cancellation, for any reason, I will contact the ENVS Program as the first point of contact, and through Blackboard, send an email to all enrolled students.

Sexual Violence and Survivor Support: The University of Oregon is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking or bullying. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are required to ensure that you have resources. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

- If you wish to speak to someone confidentially, you can call **541-346-SAFE**, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at <http://safe.uoregon.edu/>.

Course Schedule (Subject to revision as we proceed. Changes will be announced in class.)

IMPORTANT DUE DATES: Reading Notes are due on Blackboard by 12midnight on Wednesday during weeks 2-8. Quizzes are available on Blackboard from Thursday at 5pm until Friday at 5pm during weeks 2-8; five quizzes will count toward your course grade. Your CCC Reflection Paper is due on Blackboard and in discussion section the week after your service project.

NOTE: Readings and films should be completed prior to the date on which they are assigned. PDF files or URL links to readings and films are provided on Blackboard in the 'Course Documents' folder under 'Readings.'

Week One	
T 9.30	Environmental Studies and Social Sciences
R 10.2	Environmental Issues: Causes and Consequences
	<u>Reading:</u> Kolbert, "Enter the Anthropocene - Age of Man"
	<u>Film:</u> <i>Home</i> - http://www.youtube.com/watch?v=jqxENMKaeCU
Week Two	
T 10.7	Science and Technology
	<u>Readings:</u> Gould, "Technological Change and the Environment" York, "The Science of Nature and the Nature of Science"
R 10.9	Population and Demography
	<u>Reading:</u> Bates, "Population, Demography, and the Environment"
S 10.11	CCC: Check with your GTF for details
Week Three	
T 10.14	Affluence and Consumption
	<u>Reading:</u> Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?"
	<u>Film:</u> <i>Story of Stuff</i> - http://www.youtube.com/watch?v=9GorqroigqM
R 10.16	Economic Development
	<u>Readings:</u> Miller, "Economics and the Environment" Foster, Clark, and York, "Rifts and Shifts"
F 10.17	DUE: Topic Proposal on Blackboard by 12noon
S 10.18	CCC: Check with your GTF for details
Week Four	
T 10.21	Agrifood Systems
	<u>Readings:</u> Magdoff and Toker, "Agriculture and Food in Crisis: An Overview" Altieri, "Agroecology, Small Farms, and Food Sovereignty"
R 10.23	Local Food Movements
	<u>Readings:</u> Pollan, "Why Bother?" DeWeerd, "Is Local Food Better?"
Week Five	
T 10.28	Energy Supply and Risk
	<u>Readings:</u> National Climate Assessment, "Energy Supply and Use" Klare, "The Relentless Pursuit of Extreme Energy" Manning, "Bakken Business"
R 10.30	Energy Equity
	<u>Readings:</u> Hansen, "Game Over for the Climate" Brick and Bronson, "In Support of Canadian Oil Sands" Shiva, "Soil not Oil"

Week Six	
T 11.4	Climate Volatility <u>Readings:</u> McKibben, "Global Warming's Terrifying New Math" National Climate Assessment, "Overview"
R 11.6	Climate Action <u>Readings:</u> Speth, "Groundswell" Park, "Building a Movement for Everyone"
F 11.7	<u>DUE:</u> Issue Brief on Blackboard by 12noon
S 11.8	<u>CCC:</u> Check with your GTF for details
Week Seven	
T 11.11	Fresh Water and Human Rights <u>Readings:</u> UN World Water Development Report, "Water: Demands, Energy Requirements and Availability" Water Articles Packet
R 11.13	Ocean Water and Biodiversity <u>Readings:</u> Dowie, "Wrong Path to Conservation in Papua New Guinea" Moore, "Choking the Oceans with Plastic"
Week Eight	
T 11.18	Environmental Inequality and Environmental Justice <u>Readings:</u> Mascarenhas, "Environmental Inequality and Environmental Justice" People of Color, "The Principles of Environmental Justice"
R 11.20	Environmental Justice Case Studies <u>Readings:</u> to be announced
Week Nine	
T 11.25	Students' Choice of Topic
W 11.26	<u>DUE:</u> Op-Ed on Blackboard by 12noon
R 11.27	Thanksgiving Holiday - No Class or Sections
Week Ten	
T 12.2	Students' Choice of Topic <u>Reading:</u> to be announced
R 12.4	Environmental Futures <u>Readings:</u> to be announced
F 12.5	<u>DUE:</u> Learning Reflection Paper on Blackboard by 12noon
Finals Week	
M 12.8	Final Exam at 8:00am, 123 Global Scholars Hall