

ENVS 201: Introduction to Environmental Studies: Social Sciences

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

MW 10:00 – 11:20, Prince Lucian Campbell Hall 180

CRN: 22250 / 4.00 credits (Winter 2016)

INSTRUCTIONAL TEAM

Name	Email	Office Hours and Location
Jason Schreiner	jschrein@uoregon.edu	Thursday, 2-4 or by appt. in PLC 57
Nick Dreher	ndreher@uoregon.edu	Thursday, 12-1; Friday, 2-3 in Columbia 47A
Katrina Maggiulli	kmaggiul@uoregon.edu	Tuesday 12-1; Friday, 12-1 in Columbia 47A
Chris Torres	cgt@uoregon.edu	Wednesday, 2:30-3:30; Friday, 11-12 in Columbia 47A

DISCUSSION SECTIONS

CRN	#	Time	Day	Room	Graduate Teaching Fellow (GTF)
22251	1	0800-0850	f	9 PAC	Chris Torres
22251	2	0900-0950	f	9 PAC	Chris Torres
22253	3	1000-1050	f	8 PAC	Chris Torres
22254	4	1100-1150	f	8 PAC	Nick Dreher
22255	5	1200-1250	f	201 VIL	Nick Dreher
22256	6	1300-1350	f	201 VIL	Nick Dreher
22257	7	1400-1450	f	8 PAC	Katrina Maggiulli
26757	8	1500-1550	f	8 PAC	Katrina Maggiulli
26760	9	1600-1650	f	44 COL	Katrina Maggiulli

COURSE DESCRIPTION

Our course will explore the ways in which socio-ecological processes shape our contemporary world-ecology and offer potentialities for transforming it. Our primary learning goal will be to develop a “socio-ecological imagination” through which we will examine the complexity of social-environmental challenges and envision research-based, solution-oriented interventions that empower individuals and communities. We will use a variety of social-scientific “tools,” including key concepts, theories, and methods of critical socio-ecological inquiry; mindfulness-based reflective practices; and community action research. We will further refine our focus through the thematic lenses of political economy, environmental justice, and ecological risk. You will have the opportunity to practice using these tools and lenses – and thereby to express your socio-ecological imagination – by mapping the “web of life” for a particular everyday object, and designing or advocating for an intervention to transform some facet of the global network that sustains it. This term-long research project will include many opportunities to connect with fellow students and share your insights, including a classroom conference.

Cultivating a socio-ecological imagination and adding social-scientific tools to your toolkit will enable you to develop a more sophisticated understanding of social-environmental issues, of the potential options to address them, and of your own capacity to contribute meaningfully to making change happen. We will take the cultivation of a socio-ecological imagination very seriously, and this means we will need to think honestly, critically, and creatively about the knowledge and skills we will encounter, examine our own experiences and observations, and be open to perspectives, data, and analyses that challenge our assumptions. *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

You will need an i>Clicker 2 response system device in order to earn contribution points, starting in Week Two. You can purchase used or new i>Clicker 2 devices at the UO Duckstore. There are no required books for this course. All course readings are available as URL links or PDF files on the course Canvas site (<http://canvas.uoregon.edu>), in the “Modules” section, categorized by week.

COURSE OBJECTIVES

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

- Identify socio-ecological issues in their complexity and discern viable opportunities for intervention
- Conduct basic socio-ecological research using critical social scientific concepts, theories, and methods, and share your findings to others with creativity and conviction
- Engage in meaningful dialogue with oneself and with others, including peers, instructors, and texts
- Reflect on your learning experiences and connect them with your life story and aspirations for the future
- Apply your “socio-ecological imagination” in other courses, future academic research, and opportunities such as internships, service-learning projects, citizen action, and personal practices

COURSE REQUIREMENTS AND ASSIGNMENTS

Requirements	% of Grade	Due Dates
1. Contributions	10% (5%) (5%)	In-class iClicker contributions Discussion section attendance & contributions
2. Quizzes (5 total required)	20%	Due on Canvas by 5pm on Thursdays (weeks 2-5, 7-9)
3. Commodity Web of Life Project	40% (5%) (10%) (15%) (10%)	Peer interview report due on Canvas by 10pm, 1/29/2016 Classroom conference presentation on 2/8/2016 Project report due on Canvas by 10pm, 2/8/2016 Project exam questions due on Canvas by 10pm, 2/8/2016
4. Commodity Intervention Project	20% (5%) (15%)	Draft due in section on 2/26/2016 Final draft due in section on 3/11/2016 & on Canvas by 10pm
5. Learning Reflection Papers	10% (5%) (5%)	#1 due on Canvas by 10pm, 1/15/2016 #2 due on Canvas by 10pm, 3/7/2016

1. Contributions: This course will be very interactive and will include many opportunities for engagement. You are expected to attend and contribute in class lectures, read/view all assigned material prior to class, complete assignments, use office hours when necessary, and attend and contribute in discussion section. Dialogue 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 contributions will be assessed based on your use of i>Clicker responses in lecture (beginning week two), and your attendance and the consistency and thoughtfulness of your contributions in section, including your alert and respectful interaction with others.

- **Attendance Policy:** Attendance will be taken in discussion sections. You can miss one section without penalty. Each additional absence from section will reduce your Contributions 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. Quizzes: You will need to complete at least 5 quizzes during the term. Quizzes will be available on Canvas during weeks 2-5 and 7-9, beginning Wednesday at 5pm and ending Thursday 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 and readings to complete the quizzes, you are encouraged to study and prepare for taking the quizzes in order to complete them on time and do well. The purpose of the quizzes is to check your comprehension of key terms and concepts as we go (rather than test your memorization skills weeks later), and to prepare you for contributions in discussion section. More information about taking the quizzes will be provided in class and posted on Canvas

3. Commodity Web of Life Project: As a class we will examine the webs of life that sustain six common, everyday objects we use frequently and often take for granted, such as a cup of coffee, a pen, a t-shirt, and so on. You will map and describe the materials life cycle, social institutional network, and carbon footprint for one object, and explain how the object's existence is bound up with issues of political economy, environmental justice, and ecological risk. You'll also interview a fellow student to get another's perspective on the experience of consuming the object. As part of a small group, you will have the opportunity to share your findings in a classroom conference during week six (your audience will be at most 3-4 other students at a time). You will be able to work with a small group of other students in your discussion section to conduct your research and to share your findings at the classroom conference, but your final project report and examination will be your own individual work. More information, instructions, and guidelines for this assignment will be shared in class and posted on Canvas.

4. Commodity Intervention Project: In this assignment you will extend your research on the commodity web of life by identifying a point of intervention to initiate some change in your object's life. This might include a new policy concerning extraction of a key resource, a new product design that is more efficient or durable, an ad campaign or awareness-raising event to change consumer behavior, etc. There are numerous potentialities, and you will focus on just one possible intervention. You will have the opportunity to receive peer feedback on your idea, and you'll share your final project idea and justification with peers and instructors on the last day of discussion section. More information, instructions, and guidelines for this assignment will be shared in class and posted on Canvas.

5. Learning Reflection Papers: Two short papers, in which you respond to a few guided questions about your learning experience during the course, are due on Canvas by 10pm, on Friday, January 15 (week two), and on Monday, March 7 (week ten). These papers will not be assessed for your "content knowledge" but rather for your insights and for thorough effort. Further details will be discussed in class and posted on Canvas.

A NOTE ABOUT GRADES

I believe that grades are earned, based on the quality of the demonstrations of your learning. In other words, grades are about the artifacts of your work – papers, activities, etc. – not necessarily about you as a person. To help guide your work, grading criteria and rubrics will be provided for the projects and reflection papers. These will indicate clearly how we will assess your work and assign a letter grade. Correct answers to the quizzes will be provided after the Thursday, 5pm deadline to complete them each week. If you have questions about grades, please visit your discussion section leader or me during office hours or at another time we find mutually agreeable.

TWO NOTES ABOUT SMARTS *(courtesy of Prof. Lisa Wade, Occidental College)*

Myth: "A" students are smarter than other students. Fact: College is a unique institution with its own rules and skills. You will not simply get an "A" because you are smart. Being smart *at college* means learning a specific skill set. Getting an "A" in a course is a combination of effort, prior knowledge, and experience. If you are a first-year student, you may find that you must work harder to get the same grade as a senior who has much more experience at excelling in college classrooms and, thus, knows better how to do it. Be patient with yourself. Don't put pressure on yourself to get straight "A's" from the get go. Acknowledge that there will be a learning curve and give yourself some time to climb it and look forward to when you will be the one with knowledge and experience.

Myth: We are born with a certain level of intelligence that remains static throughout our lives. Fact: The mind is like the body (indeed, we are embodied minds!). If you use it, it becomes stronger. If it is strong in one area, it may be weak in another. You can improve your critical thinking, your reasoning skills, your mathematical ability, how quickly and effectively you absorb new information, and more. But it isn't necessarily fun. Like working out your body, working out your mind can be uncomfortable, even painful. You're not really challenging and improving your mind until it hurts a little, until you "feel the burn." So you may find that learning in this class (and others) is kind of like suffering. It's okay. It doesn't mean that you're not smart, it means that you're getting even smarter.

COURSE POLICIES – *please read carefully!*

Class Demeanor: As a student at the University of Oregon and as a member of this class you must hold yourself, your peers, and your instructors to the highest standards of civil engagement and discourse. Chatting with neighbors during class when I am lecturing, or when guests are presenting, is frowned upon, and it is absolutely impermissible

when other students are trying to contribute. While we may find ourselves disagreeing at times, we must do so with respect, a commitment to hearing what others have to say, and a willingness to think and rethink our own perspectives and positions. Personal insults or aggression towards others have no place in a university classroom.

Attendance and Contributions: Section attendance is required in order to receive contribution credit for section. Section attendance will be taken by your GTF. You can miss one section without penalty; each additional absence will result in a reduction of your contribution grade. Contribution credit in lecture will be taken using i>Clicker devices (beginning week two), and you must bring a device and use it to receive contribution credit in lecture. 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 Commodity Web of Life and Commodity Intervention projects to be eligible to pass the course.

Late Assignments: 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.

Grading Inquiries: All inquiries or disagreements regarding grades will be addressed during office hours or at another mutually agreeable time. Under no circumstances will grades be discussed immediately before, during, or after class.

Extra Credit: There *may* be opportunities to earn “extra credit” during the course. In my class, this usually means attending a relevant campus event on some topic or theme related to our course, then submitting a short report about your learning experience. Only events that I announce are eligible for this opportunity. Special opportunities for extra credit will be not be provided for individual students seeking to bolster a grade at the end of the term, so please don’t ask.

Electronic Devices: We will use iClicker devices beginning week two, and you should bring your device to class in working order. Please respect others and your own learning process by using other electronic devices such as laptops, tablets, phones, translator devices, etc. with discretion and respect. This means turning off phone ringers; under no circumstances should you answer a phone call in the classroom (if you must answer a call, leave the room first). I won’t police your use of devices, but at any moment that their use becomes distracting or disruptive for others, you may be asked to put them away or to leave class. It is quite simple: use electronic devices with respect and wisdom. To be certain, we will become very aware in this course of the socio-ecological implications of electronic devices! Your discussion section may have a different agreement concerning electronic devices.

Office Hours: I encourage you to visit me and your discussion section GTF during our office hours. I can make an appointment outside of my posted office hours, if that is better for your schedule. I am happy to discuss class, ideas we are engaging, university matters more generally, musings about majors, future planning, or graduate school.

Feedback: I appreciate receiving feedback on my teaching and on how the course is going. I value your input, and I am often willing to make appropriate changes to the course according to student preferences. Please share with me any comments, suggestions, and ideas you may have. You can do so anonymously, if you prefer, by leaving a typed note at my mailbox at the Teaching and Learning Center in PLC 68. We will also ask for feedback during the term, and we encourage you to use these opportunities to share your thoughts.

Flexibility: This syllabus only provides an approximate schedule for our course. I will discuss changes to the syllabus in class. It is your responsibility to keep up-to-date on class events and assignments.

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 assignment or 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 and Equity: 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.

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

IMPORTANT DUE DATES: Quizzes are available on Canvas from Wednesday at 5pm until Thursday at 5pm during weeks 2-5, 7-9; five quizzes will count toward your course grade.

NOTE: Readings should be completed prior to the date on which they are assigned. PDF files or URL links to readings are provided on Canvas in the 'Modules' section, arranged by week.

Week One	
M 1.4	Introduction: The 'Reality' of Nature, and the 'Reality' of this Course
W 1.6	Social Constructions of Nature: Making Invisible Relations Visible <u>Readings:</u> Barbosa, from "Theories in Environmental Sociology" Capek, "The Social Construction of Nature: Of Computers, Butterflies, Dogs, and Trucks"
Week Two	
M 1.11	Socionature Entanglements: Institutions and Power <u>Readings:</u> Gould, "Technological Change and the Environment" Cronon, "'Only Connect...': The Goals of a Liberal Education"
W 1.13	Commodity Webs of Life: Case Study of Electronics <u>Reading:</u> Carolan, "You Bought that Computer but Someone Else Paid for It"
F 1.15	DUE: Learning Reflection Paper #1 on Canvas by 10pm
Week Three	
M 1.18	NO CLASS - Martin Luther King, Jr. Day <u>Reading/Listening:</u> Martin Luther King, Jr. "Beyond Vietnam: A Time to Break the Silence" http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm
W 1.20	Socioecological Imperialism, Violence, and War <u>Reading:</u> Miller, "Economics and the Environment" Pellow, "The State and Policy: Imperialism, Exclusion, and Ecological Violence as State Policy"
Week Four	
M 1.25	Social Metabolic Orders and Capitalist World-Ecology <u>Readings:</u> Clark and York, "Techno-Fix: Ecological Rifts and Capital Shifts" Foster, "The Vulnerable Planet"
W 1.27	The Culture and Nature of Consumption <u>Reading:</u> Schor, "Introduction" to <i>The Overspent American: Upscaling, Downshifting, and the New Consumer</i> Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?"
F 1.29	DUE: Peer Interview Report on Canvas by 10pm
Week Five	
M 2.1	Socio-Environmental Health and Justice <u>Readings:</u> McCormick, "The Sociology of Environmental Health" Mascarenhas, "Environmental Inequality and Environmental Justice"
M 2.3	Socioecological Vulnerability, Risk, and Trust <u>Readings:</u> Youngman, "Understanding Disaster Vulnerability: Floods and Hurricanes" Carolan, "Risk, Trust and 'The Beyond' of the Environment"

Week Six	
M 2.8	Class Conference: Student Commodity Web of Life Presentations DUE: Commodity Web of Life Project & Exam Questions on Canvas by 10pm
W 2.10	Energy Equity <u>Readings:</u> O'Neill, "Curse of the Black Gold" Shiva, "Soil Not Oil"
Week Seven	
M 2.15	Climate Change Structures of Denial <u>Reading:</u> Norgaard, "Climate Denial: Emotion, Psychology, Culture, and Political Economy"
W 2.17	Climate Change Action and Justice <u>Readings:</u> Park, "Weaving Together Environmental Justice and Climate Change" Roberts, "Climate Change: Why the Old Approaches Aren't Working"
Week Eight	
M 2.22	Socioecology of Food and Agriculture <u>Reading:</u> Carolan, "Understanding the Food System" Carolan, "Food, Agriculture, and the Environment"
W 2.24	Agroecology and Food Sovereignty <u>Readings:</u> Dimick, "Here's Why We Haven't Quite Figured Out How to Feed Billions More People" Ahmed, "UN: Only Small Farmers and Agroecology Can Feed the World"
F 2.26	DUE: Draft Intervention Project in Discussion Section
Week Nine	
M 2.29	Biodiversity and Oceans <u>Readings:</u> Dowie, "Wrong Path to Conservation in Papua New Guinea" Moore, "Choking the Oceans with Plastic"
W 3.2	Community Action Case Studies <u>Reading(s):</u> to be announced
Week Ten	
M 3.7	Community Action Case Studies <u>Reading(s):</u> to be announced DUE: Learning Reflection Paper #2 on Canvas by 10pm
W 3.9	The Socioecological Imagination <u>Readings:</u> Solnit, "Acts of Hope"
F 3.11	DUE: Final Intervention Project in Discussion Section; also on Canvas by 10pm
Finals Week	
R 3.17	NO Final Exam