

ENVS 201: Introduction to Environmental Studies: Social Sciences

Instructor: Kathy Lynn - kathy@uoregon.edu - 541-346-5777

MW 12:00 – 1:20, Pacific 123

CRN: 23449/4.00 credits (Winter 2014)

Instructional Team:

Name	Email	Office Hours and Location
Kathy Lynn	kathy@uoregon.edu	Thursdays, 12-1:30 or by appt. in Columbia 243
Julie Bacon	julieb@uoregon.edu	
Collin Eaton	ceaton@uoregon.edu	
Taylor McHolm	tmcholm@uoregon.edu	Wednesdays, 10:30-12:00 or by appt. in Columbia 47A

Discussion Sections:

CRN	Time	Day	Room	Instructor	CRN	Time	Day	Room	Instructor
23450	0800-0850	r	142 COL	Julie Bacon	23455	1300-1350	r	101 PETR	Collin Eaton
23451	0900-0950	r	142 COL	Julie Bacon	23456	1400-1450	r	107 ESL	Collin Eaton
23452	1000-1050	r	142 COL	Collin Eaton	23457	1500-1550	r	11 PAC	Taylor McHolm
23453	1100-1150	r	142 COL	Taylor McHolm	23458	1600-1650	r	12 PAC	Taylor McHolm
23454	1200-1250	r	103 PETR	Julie Bacon					

Course Description:

Environmental Studies 201 introduces some of the major environmental challenges of our time, with a focus on social science perspectives. This course examines the causes, as well as potential approaches to confronting and alleviating these environmental challenges, focusing on two main themes. The first is climate change, arguably the most pressing environmental issue today. Addressing this issue requires an understanding of the causes of climate change and the ways in which climate change is impacting the environment and human populations. The second theme is environmental justice, a field involving both advocacy and inquiry. Advocates and researchers concerned with environmental justice often seek the fair treatment and meaningful involvement of all people in addressing environmental challenges, and a deeper understanding of where certain segments of society bear a disproportionate share of negative environmental consequences. Social science disciplines allow us to explore these issues from many different perspectives and offer many wide-ranging solutions. Throughout the term, you will learn to examine environmental issues in the following ways:

- **What are the environmental issues we are exploring?** What are the causes of these issues, and how are they not just “environmental”, but human, social, cultural, and economic issues?
- **How are societies and ecosystems affected?** What do we learn from different perspectives and from different ways of looking at problems? What issues do these perspectives potentially ignore?
- **How are we responding?** What are the solutions that humans can implement? Which solutions can individuals, public agencies, companies or communities pursue alone, and which require collective action? What form can that collective action take? At what scales do different solutions take shape?

Course Objectives:

Through this course, you will be able to:

- Identify environmental issues and problems facing human societies today, and understand these issues in the context of climate change and environmental justice.
- Discern the kinds of experiences that individuals, communities, governments, corporations, and non-governmental entities may have in addressing (or exacerbating) these issues.
- Identify a range of approaches being used to confront environmental issues.

As a result of this course, you will:

- Understand approaches that social science disciplines may use to examine and address environmental issues.
- Have skills to conduct research on environmental issues that take into account social science perspectives.
- Be able to reflect on key concepts, such as environmental justice and sustainability, engage in meaningful discussions with your peers, and write about these issues in focused reports and research papers.

- Be able to apply class concepts in future courses, academic research and practical situations such as internships and service-learning opportunities.

Course Materials:

There are no required textbooks for this course. The course provides a mix of readings, some focused on global challenges and others focused on national, regional, or local concerns.

- All course materials are available as URL links or PDF files on the course Blackboard site (<http://Blackboard.uoregon.edu>)
- While there are multiple readings for each class, journal articles and reports are paired with shorter news articles intended to help make the material accessible in different ways.

Course Requirements	% of grade	Due Dates
1. Class and Discussion Section Participation	10%	Weekly in class and discussion
2. Reading Journals	15%	Post on blackboard each <u>Wednesday at 12 pm</u> (weeks 2-8)
3. Research Paper	25%	<ul style="list-style-type: none"> • Proposal Topic due: 1/22/2014 @ 12 pm • Draft Paper due: 2/5/2014 @ 12 pm • Final Paper due: 2/26/2014 @ 12 pm
4. Classroom-Community Connections Paper	15%	Due one week after field event, no later than 3/3 @ 12 pm
5. PIELC Reflection Paper	15%	Due 3/10/2014 @ 12pm
6. Final Exam	20%	3/19/2014 @ 10:15 am

Course Assignments

An assignment must be fully completed in order to be awarded credit. Late assignments may be accepted up to 24 hours after being due but will be lowered by 1/3 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. 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.

1. Class and Discussion Section Participation: Your attendance in class and discussion section is required.

You are expected to attend class lectures, read 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 address is to talk about them with each other, and to contribute any questions, objections, or thoughts during class and discussion sections. Although no relevant remark is out of bounds in this class, you are expected to treat all members of the class with courtesy and respect. Your participation will be based on the consistency and thoughtfulness of your contributions in section, and on your alert and respectful interaction with others in class.

- **Attendance Policy:** When you attend class on Mondays and Wednesdays, find your discussion section GTF and they will take attendance for each person in their sections. Your GTF will also take attendance each week in section. You can miss one class 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 must miss a section for an extracurricular obligation, serious illness, or family emergency, you will need to arrange to attend another section by contacting your GTF in advance of the absence.

2. Weekly Reading Journals: Each Thursday in your discussion section, you will receive a series of questions that you will respond to in your reading journals for the following week’s classes (these will be posted on blackboard each Thursday). The questions will draw on material from class readings and help you identify key points, note issues that may be confusing, and prepare to actively engage in your weekly discussion section. Reading journals are due weekly. To receive credit for your journal, you must post it to blackboard by 12 pm on Wednesday of

each week. A sample reading journal format is posted on blackboard. Your reading journals can follow this format, or use another format, but should be approximately 400 – 500 words, and should respond to the questions provided by your GTF. Reading journals are due weeks 2-8. Reading journals will not be graded, but will be checked by your GTF. If you submit an incomplete reading journal, you will not receive any credit.

3. Classroom-Community Connections: This project will place you in the community to see how one of the topics we are learning about is applied in the real world. You will do a short service project and write a reflection paper about your experience. More information on how to write your reflection is posted on blackboard. You will participate with your section in a community-based, service learning exercise with [Northwest Center for Alternatives to Pesticides](#). The reflection form is **due within one week of your field event and should be posted to blackboard.** (All forms should be posted no later than March 3, 2014 at 12:00 pm.) 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 1/3 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 in events scheduled outside of class or section time will have the option of an alternative assignment. Notify your GTF as soon as possible if this is the case.

4. Research Paper: One research paper of 900-1200 words (about 3-4 pages) is required for the course. Your paper must be directly related to a topic listed on the class syllabus.

- **Proposed Research Topic:** you will submit a proposed research topic using the form posted on blackboard. This form is due **1/22/2014** at 12 pm and you must bring a hard copy to your discussion section on 1/23/2014. **If you do not submit a proposed research topic, your final research paper grade will be lowered by 1/3 of a letter grade.*
- **Draft Research Paper:** you will submit a full draft of your paper. These papers are due **2/5/2014** at 12 pm and you must bring a hard copy to your discussion section on 2/6/2014. You will receive a shadow grade for your draft paper. This means your GTF will provide you with a grade assessing your work to date, but this is not your final grade. Your final paper, submitted during week 8 will be re-graded, and your new grade will be your final grade. **If you do not submit a draft research paper, your final research paper grade will be reduced by 1/3 of a letter grade.*
- **Final Research Paper:** Essays must be submitted through SafeAssign on Blackboard and are due on **2/26/2014 at 12 pm.** Your essay will be graded by the GTF for your discussion section and by your instructor. 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.

5. PIELC Reflection Paper: Each student must attend one session at the [Public Interest Environmental Law Conference](#) (PIELC), which will take place 2/27 – 3/2 at the UO. After the session, you will complete a reflection paper that is **due on March 10, 2014 at 12:00 pm.** A form for the reflection paper is posted on Blackboard. If you are unable to attend a PIELC session, you must inform your discussion GTF to identify an alternative.

6. Final Exam: The final 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. The final exam will take place on **March 19th at 10:15 am.**

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

Class	Date	Topic	Session Objectives	Readings
1	1/6	Perspectives & approaches to environmental issues	<ul style="list-style-type: none"> Identify the social science disciplines examining environmental issues 	
2	1/8	Environmental issues: causes and consequences	<ul style="list-style-type: none"> Examine the causes and consequences of environmental problems at global, national, regional, and local scales Discuss research methods and strategies for using and citing sources (Guest: Dean Walton, UO Science Librarian) 	<ul style="list-style-type: none"> Louv 2009. A Walk in the Woods Sussman et al. 2013. Climate Change: An Unfunded Mandate (pg. 1-16)
Part I: Environmental issues and societal influences on the environment				
3	1/13	Population	<ul style="list-style-type: none"> Examine world trends and demographic transition and population and the environment. Introduction to Classroom-Community Connections (Guest: Josh Vincent, NCAP) 	<ul style="list-style-type: none"> Markham 2006. U.S. National Report on Population and the Environment (pg. 4-56)
4	1/15	Climate change	<ul style="list-style-type: none"> Understand the causes and consequences of global climate change and examine social vulnerability to climate change 	<ul style="list-style-type: none"> NCA 2009. Executive Summary McKibben 2012. Global Warming's Terrifying New Math
	1/20	No class	Martin Luther King, Jr. Day	<ul style="list-style-type: none"> Deans, B (2013) The debt we owe to MLK
5	1/22	Natural disasters and social vulnerability	<ul style="list-style-type: none"> Examine major natural disasters in the past decade in the U.S., and the environmental and social impacts to communities 	<ul style="list-style-type: none"> UN 2009. Chapter 1: The global challenge: disaster risk, poverty and climate change Bullard 2008. Differential Vulnerabilities: Environmental and Economic Inequality and Government Response to Unnatural Disasters
6	1/27	Ecosystems and biodiversity	<ul style="list-style-type: none"> Develop an understanding of the impacts of climate change to ecosystems and biodiversity Explore the relationship between biodiversity, ecosystem health and human health 	<ul style="list-style-type: none"> NCA 2009. Climate change and ecosystems MEA 2005. Ecosystems and Human Well-being: Biodiversity Synthesis. (pg. 1-16) Nelson et al. 2013. Climate change's impact on key ecosystem services and the human well-being they support in the US
7	1/29	Economic influences on the environment	<ul style="list-style-type: none"> Explore economic growth and consumerism, environmental economics and 'green' markets <p>Guest Lecture: Jason Schreiner, UO ENVS and Teaching and Learning Center</p>	<ul style="list-style-type: none"> Ackerman 2008. Climate economics in four easy pieces. Foster, Clark and York 2010. The ecological rift: capitalism's war on the earth.
8	2/3	Energy	<ul style="list-style-type: none"> Investigate energy use (renewable and non-renewable) and the impacts on the environment and people <p>Guest Lecture: Greg Bothun, UO Physics</p>	<ul style="list-style-type: none"> NCA 2009. Climate change & energy supply Shiva 2013. Soil Not Oil: Environmental Justice in an Age of Climate Crisis DOE 2013. U.S. Energy Sector Vulnerabilities to Climate Change and Extreme Weather (Executive Summary and Introduction)
9	2/5	Oil and gas extraction	<ul style="list-style-type: none"> Examine the consequences of oil and gas extraction and coal exports on environment and people 	<ul style="list-style-type: none"> de Place 2012. Northwest Coal Exports Schrope 2012. Fracking Outpaces Science on Its Impact Wilson 2012. Coal Blooded: Putting Profits Before People (pgs 4-22, 51-59)
Part II: Human experiences and interactions with the environment				
10	2/10	Environmental justice	<ul style="list-style-type: none"> Explore how race, class, gender, sexuality and equity impact peoples' access to environmental benefits and burdens. <p>Guest Lecture: Kari Norgaard, UO</p>	<ul style="list-style-type: none"> Park 2009. Everybody's Movement: Environmental Justice and Climate Change Alkon and Norgaard 2009. Food, Hunger, Disease and Activism

Environmental Studies and Sociology				
Class	Date	Topic	Session Objectives	Readings
11	2/12	Agriculture and food security	<ul style="list-style-type: none"> Improve understanding of historical and current agricultural practices Explore impacts of climate change on agriculture Broaden understanding of food as an environmental justice issue 	<ul style="list-style-type: none"> NCA 2009. Climate change and agriculture Grossman 2013. Declining Bee Populations Pose A Threat to Global Agriculture Pollan 2008. Why Bother?
12	2/17	Indigenous communities and the environment	<ul style="list-style-type: none"> Understand the impacts of environmental change on indigenous sovereignty, subsistence, culture and traditional ways of life. 	<ul style="list-style-type: none"> NCAI. An Introduction to U.S. Indian Nations. Williams 2013. Climate Change Hits Natives Hardest Dalton et al. 2013 Northwest Tribes: Cultural Impacts and Adaptation Responses. (pg 207-225)
13	2/19	Traditional knowledge and cultural resource management	<ul style="list-style-type: none"> Explore traditional knowledge and indigenous cultural resource management Understand the differences between traditional knowledge and western scientific approaches 	<ul style="list-style-type: none"> Nakashima et al. 2012. Weathering Uncertainty: Traditional Knowledge for Climate Change Assessment & Adaptation. (pg. 27–51) Risling Baldy C. 2013. Why we gather: traditional gathering in native NW California and the future of bio-cultural sovereignty.
14	2/24	Sustainability	<ul style="list-style-type: none"> Define sustainability as a concept & practice for individuals, businesses, government <p>Guest Speaker: Joshua Skov, UO Center for Sustainable Business Practices</p>	<ul style="list-style-type: none"> Gunther 2013. Game on: Why Walmart is ranking suppliers on sustainability, Better than sliced bread? and A real-life toy story Mitchell 2013. Walmart’s Assault on the Climate
15	2/26	Environment and public health	<ul style="list-style-type: none"> Explore how societal impacts on the environment and climate change affect public health 	<ul style="list-style-type: none"> NCA 2009. Climate Change and Public Health: Washington 2010. Birth of a Sustainable Nation, The Environmental Justice and Environmental Health Movements in the U.S.
Part III: Solutions and strategies to address environmental issues				
16	3/3	Community-based organizing	<ul style="list-style-type: none"> Explore community-based organizing strategies to identify environmental problems and solutions. Examine local approaches to community-based organizing: Guest: Sarah Cantril, Huerta de la Familia 	<ul style="list-style-type: none"> Macias 2008. Working Toward a Just, Equitable, and Local Food System: The Social Impact of Community-Based Agriculture. Choy and Orozco 2009. Chevron in Richmond
17	3/5	Environmental law and policy	<ul style="list-style-type: none"> Explore how administrative, congressional and judicial branches of the US government address environmental problems Examine legal and policy tools communities have to address environmental issues <p>Guest Lecture: Kay Crider, UO Environmental Studies and Lundquist College of Business</p>	<ul style="list-style-type: none"> ELI 2002. A Citizen’s Guide to Using Federal Environmental Laws to Secure Environmental Justice. (pg. 1-36) Martin, Marisa. 2008. “Standing”: Who Can Sue to Protect the Environment?
18	3/10	Reducing Greenhouse Gas Emissions (Mitigation)	<ul style="list-style-type: none"> Examine solutions to climate change on several scales: international, national, regional, local, personal Examine local and regional strategies to reduce greenhouse gas emissions 	<ul style="list-style-type: none"> Durning, Alan. 2009. Cap and Trade 101: A Federal Climate Policy Primer. (pg. 4-12) C2ES 2013. Federal Action on Climate Change and Clean Energy. Presidential Climate Action Plan (pg. 4-11)
19	3/12	Preparing for climate change (Adaptation)	<ul style="list-style-type: none"> Explore strategies and barriers related to climate change adaptation 	<ul style="list-style-type: none"> Stein et al. 2013. Preparing for and managing change: climate adaptation for biodiversity and ecosystems Sussman et al. 2013. Climate Change: An Unfunded Mandate. (pg. 17-26)

				• Presidential Climate Action Plan (pg. 11-21)
	3/19	Final Exam	Final Exam – 10:15 am	

ADDITIONAL COURSE POLICIES – please read carefully!

***If you have any concerns regarding course policies or if there are any barriers to your learning because of the course format, please email me (kathy@uoregon.edu) or come by my office hours.*

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. 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 during lecture, please let Instructor Lynn know, and please sit in the front of the room. Use of laptops for note-taking will be monitored, and you may be asked to leave if you are using your laptop for other, non-academic purposes. In all cases, non-academic use of computers and electronic devices that disrupts class will 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 or pregnant spouse / partner.

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. Academic misconduct will be met with disciplinary action (the usual punishment includes receiving an "F" for the course, and may include more severe measures). Information about plagiarism, is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html>.

Inclusive Access: The UO 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 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. 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. 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. 541-346-3226

Diversity: The UO 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. <http://diversity.uoregon.edu/>. 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. <http://bias.uoregon.edu>. 541-346-1134

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