WHAT IS THIS COURSE ABOUT?

Our course will explore how social structures and ecological processes intertwine and interact to produce the world, although with differential experiences and unequal impacts for people and places. We will consider how critical social science approaches engage in such inquiry. Our primary learning goal will be the development of a critical “socio-ecological imagination,” or the awareness of the interrelationship between embodied personal experience and the wider social and ecological systems in which we are embedded, and of the power dynamics that shape these relationships. Important “eco-social structures” of power that we will examine include the social metabolic order of capitalism, settler colonialism, and racial capitalism. A key thematic focus of our course will be analysis of the global agrifood system and its various impacts, and you will have opportunity to connect our analysis to local food systems through participation in a service learning project at a FOOD for Land County community garden. Your learning for the term will culminate in the development of an online profile of a key issue from our course that you find most significant, thereby allowing you to contribute to social scientific inquiry and research. We will take the cultivation of a critical socio-ecological imagination very seriously – but have fun along the way! – and this means we will need to think critically and creatively about the perspectives, data, and analyses we encounter; reflect honestly and thoughtfully on our own assumptions, views, and experiences; and interact together with respect and a shared aim for learning.

This course fulfills the UO Social Science Group Requirement and counts toward major requirements in Environmental Studies and Environmental Science.
<table>
<thead>
<tr>
<th>CRN</th>
<th>#</th>
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<td>1</td>
<td>0800-0850</td>
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<td>Kirsten Vinyeta</td>
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<tr>
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<td>Jamila Baig</td>
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<tr>
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<td>142 COL</td>
<td>Jamila Baig</td>
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<td>Fri</td>
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<td>142 COL</td>
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<td>35939</td>
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<td>1700-1650</td>
<td>Fri</td>
<td>142 COL</td>
<td>Shawn Rodine</td>
</tr>
</tbody>
</table>

**HOW DO I CONTACT INSTRUCTORS?**

**LECTURE INSTRUCTOR**  
Jason Schreiner, jschrein@uoregon.edu  
Office: PLC 57  
Support Hours: Tues, 2-4pm; or by appt.

**GE SECTION INSTRUCTORS**  
Jamila Baig, jbaig@uoregon.edu  
Office: Condon 105  
Support Hours: Mon, 1-2pm; or by appt.

Sue Dockstader, sdocksta@uoregon.edu  
Office: PLC 620  
Support Hours: Mon, 12-2pm; or by appt.

Shawn Rodine, srodine@uoregon.edu  
Office: UO Annex, Rm 10 (876 E. 12th Ave.)  
Support Hours: 12:45-2:45pm; or by appt.

Kirsten Vinyeta, kvinyeta@uoregon.edu  
Office: Columbia 240  
Support Hours: Thurs, 12-2pm; or by appt.

**WHY CONTACT INSTRUCTORS?**

We welcome opportunities to engage with you! A few good reasons to meet with us at office support hours include:

- clarify concepts and ideas from class
- discuss your work, grades, and our feedback
- learn how you can improve in the course
- discuss tips and strategies for assignments
- catch up on work you’ve missed
- discuss ideas or questions that interest you
- get academic and career advice
- build a personal relationship, especially helpful if you anticipate needing a reference or letter of recommendation in the future

Outside of office hours or class, email is the best way to contact us; please put “ENVS 201” in the subject line. We will respond as soon as possible. And, we recommend using your “uoregon” email or Canvas when contacting instructors.
WHAT WILL WE LEARN TO DO?

Our primary learning goal is to develop a critical socio-ecological imagination and practice the skills and dispositions for using it to understand – and intervene effectively in – our world. More specifically, by engaging actively in this course and completing the requirements successfully, you should be able to:

- Discern the social dimensions of environmental issues;
- Analyze eco-social structures as relations of power that produce, enforce and perpetuate inequality;
- Articulate the contributions of the critical social sciences for evaluating environmental issues;
- Connect key concepts and theories of the critical social sciences to relevant local issues;
- Reflect on critical views different from one’s own and their significance for one’s own learning;
- Engage respectfully with others and contribute to meaningful, constructive dialogue;
- Develop critical inquiry, reading, and writing skills pertinent to understanding complex socio-ecological issues.

HOW WILL WE INTERACT?

Discussing To Learn: Contribute ideas and views in the spirit of inquiring and learning together.

Mindful Listening: Listen actively with attention and respect for what others are saying.

Listening Leniency: Remember that no one gets it right every time, so let’s practice appropriate leniency.

Stepping In & Stepping Out: Balance one’s own contributions with the voices of others.

Seeking Clarification: Seek clarification when confused or doubting, and before passing judgment on others.

Ideas Not Individuals: Focus on engaging others’ ideas not judging or criticizing individuals.

Supporting Our Statements: Support your contributions with reasoning or reference to a text, and be prepared to offer support when challenged.

Emotional Awareness: Recognize that emotions are part of learning challenging material, but one’s feeling about something is a feeling, not necessarily an attribute about something (e.g. feeling discomfort may not mean another person is trying to make me feel uncomfortable).

Parts Are Not Wholes: Remember that your view or experience may not be the view or experience of everyone; and, just as you cannot represent an entire group, nor can anyone else represent an entire group.

Complexity Is Not Simple: There are no easy answers or simple solutions for complex socio-ecological issues; the goal is not for one view to prevail but to find ways to advance inquiry and understanding.

For more on expectations, see our Canvas Course Site.

WHAT MATERIALS ARE NEEDED?

All course materials and readings will be available as .pdf files or URL links on our Canvas Course Site (http://canvas.uoregon.edu), located in the “Modules” section, organized by week. You will need an iClicker 2 device for use in lectures, which can be purchased at the UO Duckstore.

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WHAT ARE THE REQUIREMENTS?

<table>
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<th>Requirements</th>
<th>% of Grade</th>
<th>Notes &amp; Due Dates</th>
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<tbody>
<tr>
<td>Contributions</td>
<td>14%</td>
<td>iClicker contributions in lecture (16 lecture sessions will count)</td>
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<tr>
<td></td>
<td></td>
<td>Section activities (9 sections will count, weeks 1-9)</td>
</tr>
<tr>
<td>Learning Logbook</td>
<td>8%</td>
<td>8 entries (due on Canvas by 11:59pm on Fridays in weeks 1-8)</td>
</tr>
<tr>
<td>Comprehension Quizzes</td>
<td>18%</td>
<td>Best 6 count (due on Canvas by 10pm on Thursdays in weeks 2-8)</td>
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<tr>
<td>Classroom-Community Connection</td>
<td>15%</td>
<td>FFLC garden service (your Section’s date of service will be announced)</td>
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<tr>
<td></td>
<td></td>
<td>Reflection Letter due on Canvas by 11:59pm on 5/31</td>
</tr>
<tr>
<td>Agrifood Op-Ed</td>
<td>15%</td>
<td>Due on Canvas by 11:59pm on 4/29 (week 5)</td>
</tr>
<tr>
<td>Key Issue Online Profile</td>
<td>30%</td>
<td>Outline for peer review due in section, week 8 (5/23 or 5/24)</td>
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<tr>
<td></td>
<td></td>
<td>Share profile with small group in section, week 10 (6/6 or 6/7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web link due on Canvas by 11:59 pm on 6/7</td>
</tr>
</tbody>
</table>

NOTE: Please be familiar with the “Completion of Requirements” course policy on p. 6

Contributions

This course is very interactive and will include many opportunities for engagement in learning during class lectures and discussion sections. In Lecture, you will have opportunities to ask questions, raise challenges, summarize ideas or share perspectives or examples with the class; participate in small group activities; and contribute your thoughts or views using iClickers; your contributions in Lecture will be assessed using iClicker responses (beginning week two). Similarly, in Discussion Section, you will have opportunities to ask questions, raise challenges, summarize ideas, or share perspectives or examples with the class, and participate in small group activities; your contributions in Discussion Section will be assessed based on your attendance, the consistency and thoughtfulness of your participation, and your respectful engagement with others. Note: Please be familiar with the Attendance Policy, indicated in the Course Policies below.

Learning Logbook

During weeks 1-8, you will have the opportunity to log very short reflections on key ideas or issues you find most significant for your learning. Each log entry will include identification of one key idea or issue for the week, along with a brief discussion (a short paragraph) using a sentence starter from a variety of options provided. The purpose of the logbook is to provide you a moment to reflect on what is most significant for you about what you are learning. It also provides your instructors with a peek into what is rising to the top for you, among the many ideas and issues we’ll grapple with throughout the term. The logbook will also help you identify a key issue that you will need to profile online for your final project. Your logbook entries will be assessed for completion and thoughtfulness.

Comprehension Quizzes

During weeks 2-8, you will have the opportunity to complete short quizzes online (using Canvas) as a way to demonstrate your comprehension of key ideas articulated in lectures and readings. Your 6 best quizzes will count for 18% of your final course grade. Quizzes will be available each week on Canvas beginning Wednesday at 5pm and ending Thursday at 10pm. Each quiz will include content only from the lectures and readings for a given week (except the first quiz in week two, which will also include content from the reading assigned for April 3). Quizzes will be timed, and you will have only one opportunity to complete each 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. You are welcome to complete every quiz, but only your best 6 scores will count. More information about taking the quizzes will be posted on Canvas.
WHAT ARE THE REQUIREMENTS?

Classroom-Community Connection

You will engage in a 3-hour service learning project at a community garden managed by FOOD for Lane County (https://foodforlanecounty.org/). The project will be on a Saturday afternoon (1-4pm), and the date for which your Discussion Section is scheduled to participate will be posted on Canvas and announced in Section. Based on your project experience and the content you are learning in class, you will also complete a short letter to Lane County residents about your experience. A specific prompt for the letter will be provided. Your letter will be due on Canvas by May 31 at 11:59pm, although you are encouraged to submit it as soon after your service date as possible. More information about this requirement, including scheduling and accessibility concerns, will be posted on Canvas and discussed in class.

Agrifood Op-Ed

In response to a hypothetical situation involving a proposed change to how the University of Oregon purchases food, you will write an Opinion-Editorial (Op-Ed) of 700-800 words that focuses on a key agrifood issue of your choice, from among those we will be engaging in class during weeks 1-4. Your Op-Ed will be due on Canvas by 11:59pm on April 29 (start of week 5). More information, including a specific prompt, guidelines, and grading criteria will be posted on Canvas and discussed in class. There will also be opportunity to workshop your Op-Ed in Section.

Key Issue Online Profile

Your learning experience in this class will culminate with the development of an online profile of a key issue from our course. This will involve the development of a basic website (using UO Blogs) that summarizes the issue and a critical perspective on it, and provides resources for further exploration (such as a short list of relevant scholarly research, online resources, etc.). The purpose of this project is to provide you an opportunity to demonstrate your understanding of key critical social scientific concepts and theories as they pertain to a specific issue, and your understanding of the contributions of the critical social sciences for evaluating environmental issues. Another purpose is to provide future learners with a resource for their learning, thereby allowing you to make a meaningful contribution to critical social scientific understanding and research. Your will develop your profile during the second half of the term, with a draft outline for peer review and feedback due in Section during week 8. You will also be able to present your profile to a small group on the last day of Section in week 10. A link to your online profile will be due on Canvas by 11:59 on June 7. More information, specific guidelines, helpful resources and tutorials, and grading criteria will be posted on Canvas and discussed in class.

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 will be provided for the work you are asked to do. These will indicate how we will assess your work and assign a letter grade. Correct answers to the quizzes will be provided after the Thursday, 10pm deadline to complete them each week. If you have questions about grades, please visit your Section GE or Instructor Schreiner during office support hours or at another time we find mutually agreeable.
**WHAT ARE THE COURSE POLICIES?**

**Attendance:** There is no penalty for being absent at Lectures or Sections, although you cannot earn Contribution credit if you miss class – you must be present and actively participate to earn Contribution credit. **However,** per the “Completion of Requirements” policy below, you must attend and contribute in at least 12 Lectures and 7 Discussion Sections in order to be eligible to pass the course. You must also attend and participate in the Classroom-Community Connection service project on your assigned date (or at an alternate date if arranged ahead of time). If you are unable to complete the service project due to accessibility issues, you must complete an alternate requirement as agreed upon with Instructor Schreiner (details about alternates will be available on Canvas). **Note:** If there is a serious illness or family emergency that prevents you from attending Lecture, Section or your service project, please contact Instructor Schreiner or your GE as soon as possible. If you need to miss your Section for an extracurricular obligation or due to illness or an emergency, you can attend another Section by contacting your GE to make arrangements.

**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 instructors are speaking, guests are presenting, or other students are contributing is disrespectful. 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.

**Completion of Requirements:** Course requirements must be completed in order to receive credit for them. There is no “make up” for contributions during Lecture or Section if you miss class. To be eligible to pass this class, you must attend and contribute in at least 12 Lectures and 7 Discussion Sections, and you must complete the following requirements: Classroom-Community Connection, Agrifood Op-Ed, and Key Issue Online Profile. The purpose of this policy is to ensure you complete at least 70% of the course requirements.

**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.

**Electronic Devices:** We will use iClicker devices in Lecture beginning week 2, and you should bring your iClicker to class in working order. There is no need for other electronic devices in class, except for approved reasons, and this means you have the opportunity to take a “screen break” while in class. However, I recognize that some students prefer to take notes on devices (or need them to accommodate their learning), so please just check in with me about their use. **My rule is this:** Please respect others and your own learning process by not using electronic devices unless you need to, and if you do use them, do so 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 if their use becomes distracting for others, you may be asked to put them away or to leave. It is quite simple: use electronic devices with respect and wisdom. Your Section may have a different agreement concerning electronic devices.

**Extra Credit:** There may be opportunities to earn “extra credit” during the course, and these will be discussed in class and posted on Canvas. 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.

**Feedback About Course:** 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 based on student input. 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 under my office door at 57 PLC.

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

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

**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 except in unusual circumstances. Incompletes or extensions will be given only in the event of documented emergencies and must be requested as soon as possible.

**Office Support Hours:** I welcome students to office hours and encourage you to visit me and your Section GE 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 requirements, ideas we are engaging, university matters more generally, questions about majors, future planning, or graduate school.

**Original Work:** All work you submit for this course, including completion of course requirements, must be your own original work and must be done specifically for this course. Papers you’ve written previously or are writing for other courses should not be submitted for this course. Please read carefully the university policy on academic integrity on p. 9.

**NOTICE:** We advise you to be familiar with course and university policies. They apply to you even if you choose not to know them.
**WHAT IS OUR COURSE SCHEDULE?**

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

**IMPORTANT DUE DATES**: Comprehension Quizzes are available on Canvas from Wed. at 5pm until Thurs. at 10pm during weeks 2-8. Learning Logbook entries are due on Canvas by 11:59pm on Fridays during weeks 1-8. Other important due dates are indicated in the schedule below.

**NOTE**: Readings should be completed prior to the Lecture on which they are assigned. All readings are posted as files or links on Canvas in the "Modules" section, arranged by week.

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<th>Week One</th>
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<tr>
<td>M 4.1</td>
<td><strong>Introduction to Environmental Social Sciences</strong></td>
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<tr>
<td>W 4.3</td>
<td><strong>Technology and Eco-Social Power</strong></td>
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<tr>
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<td><em>Reading</em>: Gould, &quot;Technological Change and the Environment&quot;</td>
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<th>Week Two</th>
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<td>M 4.8</td>
<td><strong>The Social Metabolic Order of Capitalism</strong></td>
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<td><em>Readings</em>: Clark and York, &quot;Rifts and Shifts: Getting to the Root of Environmental Crises&quot;</td>
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<td>Johnson, &quot;King Cotton's Long Shadow&quot;</td>
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<td>W 4.10</td>
<td><strong>The Eco-Social Costs of Agriculture</strong></td>
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<td><em>Reading</em>: Carolan, &quot;Food, Agriculture, and the Environment&quot;</td>
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<th>Week Three</th>
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<td>M 4.15</td>
<td><strong>Metabolic Rifts and Commodity Livestock</strong></td>
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<td><em>Reading</em>: Gunderson, &quot;The Metabolic Rifts of Livestock Production&quot;</td>
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<td>W 4.17</td>
<td><strong>Farmworkers and Pesticides</strong></td>
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<td></td>
<td><em>Readings</em>: Harrison, &quot;Lessons Learned from Pesticide Drift&quot;</td>
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<tr>
<td></td>
<td>*Arkin, Vásquez, Liévanos, &quot;Farmworkers Deserve Better Pesticide Rules&quot;</td>
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<th>Week Four</th>
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<td><strong>Eco-Imperialism and Food Justice</strong></td>
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<td><em>Reading</em>: Gonzalez, &quot;Food Justice: An Environmental Justise Critique of the Global Food System&quot;</td>
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<td>W 4.24</td>
<td><strong>Agroecology and Food Sovereignty</strong></td>
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<td><em>Readings</em>: Ahmed, &quot;Only Small Farmers and Agroecology Can Feed the World&quot;</td>
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<td></td>
<td>Dimick, &quot;Here's Why We Haven't Quite Figured Out How to Feed Billions More People&quot;</td>
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<tr>
<td></td>
<td>ETC Group, &quot;Who Will Feed Us?&quot; (selections)</td>
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<th>Week Five</th>
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<td>M 4.29</td>
<td><strong>Settler Colonialism and Colonial Ecological Violence</strong></td>
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<td><em>Readings</em>: Bacon, &quot;Settler Colonialism as Eco-Social Structure and the Production of Colonial Ecological Violence&quot;</td>
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<tr>
<td>M 4.29</td>
<td><strong>DUE</strong>: Agrifood Op-Ed on Canvas by 11:59pm</td>
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<tr>
<td>W 5.1</td>
<td><strong>Settler Colonialism, Salmon, and the Columbia River</strong></td>
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<tr>
<td></td>
<td><em>Readings</em>: Schneider, &quot;There's Something in the Water': Salmon Runs and Settler Colonialism on the Columbia River&quot;</td>
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<tr>
<td>S 5.4</td>
<td><strong>Classroom-Community Connection: FFLC Garden Service</strong></td>
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</tbody>
</table>

*Author or authors are University of Oregon faculty or former faculty or graduate students*
### Week Six

**M 5.6**  
**Oil Politics and Indigenous Decoloniality**  
*Reading:* Stetson, "Oil Politics and Indigenous Resistance in the Peruvian Amazon"

**W 5.8**  
**Water Politics, Environmental Racism, and Racial Environmentalism**  
*Reading:* *Pulido, "Flint, Environmental Racism, and Racial Capitalism"*  
*Jackson, "The Goldman Prize Missed the Black Heroes of Flint - Just Like the Media Did"

### Week Seven

**M 5.13**  
**Digital Socio-Ecologies**  
*Reading:* Carolan, "You Bought that Computer but Someone Else Paid for It"

**W 5.15**  
**Consumerism and the Environment**  
*Reading:* Capek, "The Social Construction of Nature*  
*Viewing in Class: Advertising at the Edge of Apocalypse"

**S 5.18**  
**Classroom-Community Connection: FFLC Garden Service**

### Week Eight

**M 5.20**  
**Climate Denial**  
*Reading:* *Norgaard, "Normalizing the Unthinkable: Climate Denial in Everyday Life"

**W 5.22**  
**Climate Justice and Energy Activism**  
*Readings:* Park, "Weaving Together Environmental Justice and Climate Change"  
US Youth Climate Strike, "Meet the Movement" and "Our Platform"  
*Sze, "Race and Power: An Introduction to Environmental Justice Energy Activism"

**R 5.23**  
**DUE:** Key Issue Profile Outline for Peer Review in section

**F 5.24**  
**DUE:** Key Issue Profile Outline for Peer Review in section

**S 5.25**  
**Classroom-Community Connection: FFLC Garden Service**

### Week Nine

**M 5.27**  
**NO CLASS - Memorial Day**

**W 5.29**  
**The Green New Deal**  
*Reading:* Roberts, "The Green New Deal, explained"

**F 5.31**  
**DUE:** Classroom-Community Connection Letter on Canvas by 11:59pm

### Week Ten

**M 6.3**  
**Community Action Case Studies**  
*Reading:* to be announced

**W 6.5**  
**The Socio-Ecological Imagination**

**R 6.6**  
**DUE:** Key Issue Online Profile sharing in section

**F 6.7**  
**DUE:** Key Issue Online Profile sharing in section

**F 6.7**  
**DUE:** Key Issue Online Profile web link due on Canvas by 11:59pm

### Finals Week

**W 6.12**  
**NO Final Exam**

*Author or authors are University of Oregon faculty or former faculty or graduate students*
**Academic Integrity:** The University Student Conduct Code (available at [conduct.uoregon.edu](http://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 maintaining your academic integrity is available at [integrity.uoregon.edu](http://integrity.uoregon.edu); information about a common form of academic misconduct, plagiarism, is available at [https://researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism). 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 contact me. It is especially important that you notify me at any time if aspects of the instruction or course design present obstacles to your active participation or prevent you from fully demonstrating your abilities. I need to know about such issues so that we can discuss strategies 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 respond to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: [http://aec.uoregon.edu](http://aec.uoregon.edu) - Phone: 541-346-1155

- **University Counseling Center (UCT):** The UCT provides comprehensive support services for a variety of challenges and obstacles in college and life, including emergency support. Web: [https://counseling.uoregon.edu](https://counseling.uoregon.edu) - Phone: 541-346-3227

- **Tutoring and Academic Engagement Center:** The TAEC provides numerous services to support student success, including courses, workshops, tutoring, and math and writing labs. They work with a diverse student body with a wide range of needs. Web: [https://engage.uoregon.edu](https://engage.uoregon.edu) - Phone: 541-346-3226

**Equity and Inclusion:** The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The University values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. We will value each class member’s experiences and communicate disagreements respectfully. Please notify 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:

- **Division of 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](http://inclusion.uoregon.edu) - Phone: 541-346-3175

- **Center for Multicultural Academic Excellence (CMAE):** CMAE promotes student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond for all students, including undocumented and tuition equity students. Web: [https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae](https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae) - Phone: 541-346-3479

- **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](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.

Preferred First Name: The university recognizes that many persons use first names other than their legal names to identify themselves. As long as the use of this preferred first name is not for an improper purpose, is not restricted by state or federal law and does not have an impact on the ability of the university to comply with state or federal law, the university will use "preferred first name" when possible in the course of university activities. Therefore, it is the policy of the university that any current or former student or employee may choose a preferred first name in addition to that person’s legal name listed within the university’s information systems. The person's preferred first name shall be used in university communications and reporting except where the use of the legal name is required for university purposes. The university reserves the right to remove a preferred name if it is used improperly, including but not limited to, avoiding legal obligations or misrepresentation. For more information on this policy, visit: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-9-student-life-general/preferred-first-name

Prohibited Discrimination and Harassment Reporting: I am a student-directed employee. Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university. Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or https://investigations.uoregon.edu/ or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at http://aaeo.uoregon.edu/content/discrimination-harassment.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

Student Conduct: The Student Conduct Code sets forth the community standards and procedures necessary to maintain and protect an environment conducive to learning and in keeping with the educational objectives of the University of Oregon. Founded upon the principle of freedom of thought and expression, an environment conducive to learning is one that preserves the freedom to learn -- where academic standards are strictly upheld and where the rights, safety, dignity and worth of every individual are respected. The Student Conduct Code teaches students to live and act responsibly in a community setting, with respect for the rights of other students and members of that community, and for the property, common resources, code of conduct, and laws associated with that community, and to encourage the development of good decision-making and personal integrity. The Student Conduct Code, and the processes of its administration and enforcement, is directed specifically toward maintaining the standards of the University community. For more information visit you are encouraged to view the Student Conduct Code or to contact the Office of the Dean of Students, 474 Oregon Hall, 541-346-1140; website: https://dos.uoregon.edu/conduct