Instructor: Eric Sales  
Office Hours: By Appointment  
Email: Eric.Sales@utah.edu

Course Description:
In this course, we will take a social scientific approach to critically discuss and evaluate societal changes and their impact on local environmental conditions as well as the global ecosystem. We will primarily (but not exclusively) focus on structural issues in macro-comparative context. Environmental sociology is a relatively diverse area that crosses trivial disciplinary boundaries—it would be impossible to introduce all its key theoretical perspectives and research agendas in one semester. Thus, we will address some of the most salient macro-level human/environment topics in contemporary environmental degradation, contemporary theories in environmental sociology, systemic causes and social consequences of environmental disruption, collective responses to environmental disruption, global challenges to climate change policy, and the effects of globalization on environmental degradation (e.g. greenhouse gas emissions, deforestation, water pollution) and human well-being (malnutrition, hunger, infant mortality). Indeed, we will see that the structural causes of environmental degradation and human suffering are often not mutually exclusive.

Objectives:
The goals of this course are centered around developing a critical view of current environmental issues and analyzing the structural causes behind them. In doing so, the course is structured so that students will walk away with a new perspective and analytical skill set.

At the end of this course, students should be able to:

1. Critically analyze environmental issues using current sociological theories
2. Discuss and debate current environmental issue.
3. Write in an effective and persuasive manner on environmental issues.
4. Synthesize information from a variety of different research articles and academic sources.

Communication Method:
Please contact me via Canvas message if you need any help. I am more than happy to help you improve your grade and enhance your experience in the course. However, keep in mind that I am not always “on call” and that it will likely be 24 hours before you receive a response. Be proactive in reaching out!
There will also be independent work time in class that will allow you to communicate with me on a one-on-one level. I am more than happy to answer questions at any time.

**Evaluation Methods:**
Grades will be evaluated on:
Exams (1): 30%
Case Study Review (final paper): 30%
“Entrance Ticket” Quizzes (5): 20%
Participation: 10%

*Exams-* There will be one final exam for the course. It will be multiple choice and will be available for 24 hours. Once started, you will have 2 hours to complete the exam, this should be more than enough time. A study guide will be provided on the first day of class.

*Critical Case Study-* Students will work throughout the week analyzing a case study of their choice using course theories. Class time will be provided to facilitate work on this assignment. Papers should be 5-6 double-spaced pages (1250-1500 words) excluding sources. Sources should be cited in MLA or APA and in-text references should be included. A rubric for this assignment can be found on Canvas.

*Daily Entrance Tickets-* Students will be required to complete a short multiple-choice quiz and a short free response on the nights readings before coming to class. A 100% is required on the multiple choice portion of the quiz before attending class the next day. Readings will be available two weeks in advance, but entrance ticket quizzes will only be open on the day that they are due.

*Late Work:* Late work is accepted **only for the critical case study**, but there is a 10% penalty for each day that it is late. If you have a reasonable need for an extension, contact me and I will try my best to work with you.

**Grade Scale:**

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<th>Grade</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
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<td>D+</td>
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Student Code:
All students are expected to maintain respectful and professional behavior in the classroom setting. Appropriate behavioral guidelines are spelled out in the student code found in the student handbook. Students have specific rights in the classroom as detailed in Article III of the code. The code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the responsibility of the faculty to enforce responsible classroom behaviors. Violations of the student code may result in a written warning, dismissal from the class, a failing grade, or dismissal from the university. Students have the right to appeal such action to the Student Behavioral Committee.

Course Materials:
All course materials will be posted on canvas. This class is based on academic articles and chapters that are publicly available. We will also be using a variety of multimedia to add context to the academic material. There is no text book!

In Canvas, content is organized in the modules tab by day. Simply click on the day and all of the readings and assignments will be linked there.

Technology:
It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failure is not an acceptable excuse for late or absent assignments.

The Americans with Disabilities Act:
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct:
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement:
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

**LGBT Resource Center:**
If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

**Veterans Center:**
If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**Non-contract Note:**
This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.
Semester Schedule
(readings are subject to change)

Pre-work:

- READ: Gould Pellow and Schnaiberg- Interrogating the Treadmill, Part I (pg 1-29)
- READ: Schnaiberg et al- The Treadmill of Production and the Environmental State
- READ: Buttel Ecological Modernization as Social Theory
- READ: York and Rosa- Key Challenges to Ecological Modernization
- WRITE: Introduction (Bonus)
- WRITE: Quiz 1- Pretest (100% required)

Day 1: Introduction to Environmental Sociology

- READ: Dunlap- Environmental Sociology: A Personal Perspective on Its First Quarter Century
- WRITE: Day 1- Social Theory Quiz

Day 2: Media and the Environment

- READ: Dispensa and Brulle – Media’s Social Construction of Environmental Issues
- READ: Sandman - Mass Media and Environmental Risk
- READ: Boykoff and Boykoff - Climate Change and Journalistic Norms
- WRITE: Day 2- Media and the Environment Quiz

Day 3: (July 18th-July 24th): Climate Change Policy

- READ: Hamilton - Education Politics and Opinions about Climate Change
- READ: York - York Kyoto Protocol Participation
- READ: Falkner Stephan and Vogler - International Climate Policy after Copenhagen
- WRITE: Day 3- Climate Change Policy
- WRITE: Critical Case Study Proposal

Day 4: Environmental Justice

- READ: Mohai et al - Environmental Justice 09 Review
- READ: Bullard Solid Waste Sites and the Black Houston Community
- READ: Edwards and Driscoll - From Farms to Factories- The Environmental
- WRITE: Day 4- Environmental Justice Quiz

Day 5 (August 1st- August 3rd): End of Semester

- READ: Ballantyne et al Students as Catalysts of Environmental Change
- WRITE: Feedback Quiz (Bonus)
- OPTIONAL: Exam Review Guide

Post-Work:

- EXAM: Final Exam (open Oct 14-15)
- WRITE: Critical Case Study (Due Sept 1)