

SOCIOLOGY 495: Environmental Sociology
University of Hawai'i at Mānoa, Summer 2010

COURSE SYLLABUS

Lecture Posted: M 6:00pm	Instructor: Quincy Edwards
Course Dates: 06/07-08/14/2010	Office hours: TBA
CRN/Section: 4027 / 241	Office location: TBA
Online System: Laulima	Email: quincy.edwards@hawaii.edu
https://laulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

- | | |
|--|--|
| 1. <i>Classmate contact information:</i> | 2. <i>Classmate contact information:</i> |
| Name: _____ | Name: _____ |
| email: _____ | email: _____ |
| Tel.: _____ | Tel.: _____ |

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UH CATALOG COURSE DESCRIPTION

SOC 495 Topics in Sociology (3) Topics course that explore current issues and try new ideas. Repeatable two times. Pre: 300 or consent.

Environmental Sociology explores the evolution of environmental thought, paradigm shifts, and institutional structures associated with environmental concerns, social movements and social impacts.

INTRODUCTION

While there is no universal definition of Environmental Sociology, for our purposes, we will consider the definition put forth by S. Cable and C. Cable (Environmental Problems/Grassroots Solutions: The Politics of Environmental Conflict, 1995:5):

Environmental Sociology examines people's beliefs about the environment, their behavior toward it, and the ways in which the structure of society influences them and contributes to the persistent abuse of the environment. Abuse of the environment does not just happen. People decide how to use the environment, but they do not decide simply on some objective basis of right and wrong, safe and unsafe. Instead, decisions on environmental use are reached in a social context: they are influenced by such factors as cultural values and attitudes toward the environment, social class, and our relationship to others.

In this course, we will focus on using our sociological imagination to understand how the environment affects and is affected by our values and belief systems, and how social institutions shape environmental issues and decision-making.

This course is *not* about learning to be an environmental activist — vigorously and/or aggressively pursuing a political or social objective — nor is it about assigning “blame” to any specific group for the changes in our environment.

INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you successfully pass the course. Please keep this syllabus for reference during the course.

In the following pages, there are many suggestions to you but the most crucial one is this: Get help as soon as you think you need it. Do not create an insurmountable “catch-up” problem for yourself. If you are seriously in need of help, make an appointment to meet with me.

Because this course is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind and, to this end, the following practices will be adopted:

1. Each assignment will be graded and individual feedback provided.
2. After the mid-term examination, each student will be provided with an individual grading sheet that explains any deduction of points. Students are encouraged to contact me to discuss their progress.
3. If you would like an appointment to meet with me on campus, arrangements can be made via email.
4. You may also communicate by means of the suggestion form included at the end of the syllabus. Make a suggestion, bring about a complaint, or just remind me of something....

Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in online discussions.

MEASURABLE STUDENT LEARNING OUTCOMES

The goals of this course are for students to develop a social science understanding of environmental issues, using both key theories and concepts within environmental sociology, and to:

1. Develop effective environmental and sociological thinking, expressed through the application of skills and knowledge to contemporary and hypothetical situations.
2. Apply ideas and concepts of environmental sociology to individual experiences.
3. Synthesize environmental issues from multiple, interdisciplinary perspectives.
4. Recognize the crucial role played by environmental decision-making in society, and the way in which environmental problems and issues dominate the media and politics.

COURSE REQUIREMENTS

Textbook:

No textbook is required for this course.

Course reader:

A set of readings will be provided that includes articles from academic journals and contemporary news media.

Online system:

Laulima is the University of Hawai'i course management system. Links to the discussion board and other salient features will be provided thereon.

ATTENDANCE POLICY

This is an online asynchronous course. Your active participation constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences – or in this case, non-participation – to your academic dean. The matter is then left to the dean's discretion.

Having explained the attendance policy, please know that research has shown — and my experience confirms — that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable "catch-up" problems for students.

In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged. However, this course will come easily to anyone who keeps up with the assignments and gets help when needed.

COURSE STRUCTURE

Potential topics for this online course are far-reaching and too numerous to cover in one semester. Also, the diverse backgrounds and interests of students (from sociology majors to natural resource majors) make a less structured format desirable. As a result, this course will benefit from a miscellany of online lectures, various readings, and forum discussion.

METHOD OF EVALUATION: Assignments, Examinations and the Course Grading Criteria

Class discussions & critical readings:

Weekly online class discussions are based on students' reflections on reading assignments, current events, and other relevant topics. These will require some thought and possibly some research, so it is unwise to wait until the due date to post your comments.

Regular, timely and meaningful participation is a key factor in your grade. Please note that late assignments will not be accepted by the Laulima system.

Primary Research & Writing Assignment

Each student will provide an analysis and a critical evaluation of an area of inquiry on a topic agreed to by the student and instructor. This assignment will culminate in a 15- to 18-page final research paper with the expectation that it will reflect improvement based on the instructor's critique of the student's draft.

PROPOSAL DRAFT

A two-page proposal draft is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. Once approved by the instructor, a topic may not be changed without the instructor's approval of a new proposal. The draft will be reviewed and returned by the instructor.

PROPOSAL

A two-page proposal is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. The proposal *must* evidence improvement over the draft. Proposals will *not* be accepted without previous submission of the proposal draft and instructor's subsequent comments.

RESEARCH PAPER DRAFT

A 15- to 18-page draft research paper is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. The draft will be reviewed and returned by the instructor in sufficient time for the student to make revisions and submit the final paper. The final paper *must* evidence improvement over the draft.

RESEARCH PAPER

This is a 15- to 18-page final research paper (on the topic previously agreed to by the student and instructor) that *must* evidence improvement over the draft. Final papers will *not* be accepted without previous submission of the research paper draft and the instructor's subsequent comments.

WARNING: Do NOT miss any deadlines! All requirements must be met as scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there will be no makeup postings or exams. Additionally, there will be no "incompletes" given as already you will have worked on a complete draft.

Grading Policy:

The overall grading structure of the course consists of:

Class discussions & critical readings	40%
Proposal draft	10%
Proposal	10%
Research paper draft	15%
Research paper	25%

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Course Grading Criteria:

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event that one or two students do exceptionally well. To assure a specific grade, consider the following scale:

98-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+
94-97% = A	83-86% = B	73-76% = C	63-66% = D
90-93% = A-	80-82% = B-	70-72% = C-	60-62% = D-

GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All answers must be given in context and neatness counts. Written assignments are to be typed in 10-point Arial or 11-point Times New Roman fonts, double-spaced, with all margins set at one inch. The grade for a paper is based on:

1. Presentation Style
 - (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
 - (b) Spelling and punctuation.
 - (c) Correct citation (e.g., APA, Chicago, or MLA style). Each citation must be the result of an in-text reference with page number.
 - (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.
2. Organization
 - (a) Structure and format.
 - (b) Logical sequencing and continuity of ideas.
 - (c) Clarity of expression.
 - (d) Conciseness.
3. Content

As indicated by specific paper assignment.

NOTE: Citation Guides and Style Manuals are available at:
<http://library.manoa.hawaii.edu/research/tools/writing.html#style>

KOKUA FOR STUDENTS WITH DISABILITIES

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA may be reached at:

*Queen Lili'uokalani Center for
Student Services 013
2600 Campus Road,
Honolulu, HI 96822*

Hours: Monday-Friday, 7:45am-4:30pm

*Tel.: (808) 956-7511
or (808) 956-7612 (Voice/Text)*

Fax: (808) 956-8093

Email: kokua@hawaii.edu

Website: <http://www.hawaii.edu/kokua/>

The KOKUA Program — *Kahi O Ka Ulu'Ana* ("The Place of Growing") — is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, & Diversity within the Division of Student Affairs.

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS

ASSIGNMENT	TOPIC	POSTED
WEEK 1		
<input type="checkbox"/> SECTION I	Environmental Issues and Controversies	06/07/10
<input type="checkbox"/> Reader	Critical reading and discussion #1	
WEEK 2		
<input type="checkbox"/> SECTION II	Modern Environmentalism: Origins and Cultural Influence	06/14/10
WEEK 3		
<input type="checkbox"/> SECTION III	Cultural Ideology and Religion	06/21/10
<input type="checkbox"/> →	TWO-PAGE PROPOSAL DRAFT DUE BEFORE 12 NOON ON 06/28/10	
WEEK 4		
<input type="checkbox"/> SECTION IV	Population and Development	06/28/10
WEEK 5		
<input type="checkbox"/> SECTION V	Consumption and Materialism	07/06/10
<input type="checkbox"/> Reader	Critical reading and discussion #2	
<input type="checkbox"/> →	TWO-PAGE PROPOSAL DUE BEFORE 12 NOON ON 07/12/10.	
WEEK 6		
<input type="checkbox"/> SECTION VI	Risk and Uncertainty	07/12/10
<input type="checkbox"/> Reader	Critical reading and discussion #3	
WEEK 7		
<input type="checkbox"/> SECTION VII	"Good Governance" and Public Policy	07/19/10
<input type="checkbox"/> Reader	Critical reading and discussion #4	
<input type="checkbox"/> →	RESEARCH PAPER DRAFT DUE BEFORE 12 NOON ON 07/26/10.	
WEEK 8		
<input type="checkbox"/> SECTION VIII	Social Capital: Binding and Bridging	07/26/10
WEEK 9		
<input type="checkbox"/> SECTION IX	Contemporary Issues	08/02/10
WEEK 10		
<input type="checkbox"/> SECTION X	Review	08/09/10
<input type="checkbox"/> →	FINAL RESEARCH PAPER DUE BEFORE 12 NOON ON 08/13/10	

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IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- TBA Last day to register. Last day to receive 100% refund
- TBA Last day to drop (No "W" on transcript). Last day to receive 50% refund.
- TBA Last day to withdraw from class ("W" on transcript).

Disclaimer: If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will receive written notification.

COURSE CALENDAR (SUMMER 2010)

June	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4	5
	6	7 First Post	8	9	10	11 <i>Kamehameha Day</i>	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28 2-PAGE PROPOSAL DRAFT DUE	29	30			

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COURSE CALENDAR (continued)

July	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	4	5 <i>Independence Day</i>	6	7	8	9	10
	11	12 2-PAGE PROPOSAL DUE	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26 RESEARCH PAPER DRAFT DUE	27	28	29	30	31

August	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6	7
	8	9	10	11	12	13 FINAL RESEARCH PAPER DUE BEFORE 12 NOON	14
	15	16	17	18	19	20 <i>Statehood Day</i>	21
	22	23	24	25	26	27	28

2010

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities. It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion."
(<http://www.manoa.hawaii.edu/students/conduct/>).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawai'i. Any violation of the student code will be reported.

Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/T (808) 956-3290.

Revised Student Conduct Code (July 2009)

There is a change in the Student Conduct Code that has been adopted by the Board of Regents. The new Student Conduct Code became effective in July 2009. It comes in two parts. The revised system-wide part is available at: <http://www.hawaii.edu/apis/ep/e7/e7208.pdf>. The Mānoa part is available at: http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf

"The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any UH official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term '*cheating*' includes, but is not limited to:

- (i) The use of any unauthorized assistance in taking quizzes, tests, or examinations;
- (ii) The use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (iii) The acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student
- (iv) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The term '*plagiarism*' includes, but is not limited to:

- (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- (ii) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

[E7.208 UNIVERSITY OF HAWAII SYSTEMWIDE STUDENT CONDUCT CODE, July 2009]

ONLINE eCAFE EVALUATION PROCESS

The Department of Sociology is committed to attaining continual improvement in the quality of its course offerings. For this reason, your assistance is much-needed as you progress with your education. As students (and course consumers), only you are able to tell us about your educational experiences in your classes, and you are encouraged to do so through our evaluation process.

Toward the end of each semester, you will be informed of the time period during which the online eCAFE system will be available for submission of course evaluations by logging in to <http://www.hawaii.edu/ecafe/>.

To assure the openness of the evaluation process and the availability of submitted information to incoming students, current students, the Department, and other interested parties, the results of the evaluations will be accessible at <http://www.hawaii.edu/ecafe/>.

By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

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STUDENT SUGGESTION AND QUESTION FORM

This form may be completed (anonymously, if you wish) at any time during the course and emailed to me or deposited in my mailbox at Saunders 247.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

- On discussion board.
- Through my email at: _____
- No answer is required.

NAME (optional): _____