Syllabus

SOCI 346: Environmental Sociology

Department of Sociology

University of Nebraska-Lincoln

Summer 2017

# INSTRUCTOR INFORMATION

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# COURSE DESCRIPTION

## GENERAL DESCRIPTION

This course introduces students to the sociological analysis of human systems as they relate to the natural environment. You will learn how different theoretical perspectives in sociology are applied to understand and explain the nature of the relationship between humans and their environment. The course will delve in finding - the systematic causes of environmental disruptions, the social consequences of such environmental disruptions, and the solutions to adapt and mitigate with the change. The course has multiple goals including: gaining a firm foundation in sociological theory and concepts; providing an opportunity for students to engage in these environmental issues by being part of several “individual action” projects; and by providing students the opportunity to become better science writers, researchers, critical thinkers, and global citizens.

## LEARNING OBJECTIVES

By the end of the course, students should expect to achieve the following:

1. Explain and differentiate the reasons behind systemic environmental disruptions facing our civilization.
2. Understand and analyze the different kinds of social consequences that emerge due to environmental disruptions.
3. Understand and evaluate the different environmental movements taking place currently in the US and the Global South.
4. Using the lessons learned in this course, create positive change in your personal lives.

# COURSE STRUCTURE

This course is conducted entirely online, which means you do not have to be on campus to complete any of it. You will participate in the course using UNL’s learning management system: Canvas (my.unl.edu).

# COURSE REQUIREMENTS

## TEXTBOOK

Gould, Kenneth A. and Tammy L. Lewis. 2014. Twenty Lessons in Environmental Sociology. 2nd Edition. New York, NY: Oxford University Press.

## COMPUTER REQUIREMENTS

### ACCESS

This is an online course. Your full participation guarantees a common learning opportunity for all. If you do not have access to a computer off campus, there are many computer labs on campus you can use to participate in the course. Most public libraries also have computers with internet access that you can use for free.

### COMPUTER REQUIREMENTS

This class requires that you have an internet connection, email account, and Canvas. Other technology requirements can be found here: <http://go.unl.edu/technologyrequirements>.

# COURSE COMMUNICATION

## ANNOUNCEMENTS

Announcements will be posted in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your email (whichever account is connected to your Canvas).

## QUESTIONS

Should you need clarification on course material or assignments, please post these questions in the QUESTIONS DISCUSSION in the “Discussions” tab in Canvas. This is an open discussion and you are encouraged to give answers and help each other. Having said that, your instructor will be checking this discussion several times throughout the week.

## DISCUSSIONS

Most of your weekly activities will be posted in discussions. These online spaces are a place for you to engage with your classmates about course content.

## NETIQUETTE

When posting in the discussions it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette in the “Getting Started” module in Canvas.

# COURSE PARTICIPATION

It is imperative that you fully participate in the different activities designed for your better learning. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments, and quizzes on a timely basis.

# COURSE ASSIGNMENTS

## IMPORTANT DATES

The due dates for your assignments can be found under “Course Summary” in the Syllabus tab as well as the Calendar section of Canvas. Please review these.

## INDIVIDUAL ASSIGNMENTS

Each Monday the week begins and your required modules open. You will complete the required “Read-Watch-Listen” lessons by Wednesday and the accompanying discussion and personal reflection assignments (found within the Modules).

STUDENT DISCOVERIES: Student discoveries are an online conversation between you and your classmates, which encourage you to connect recent events with course ideas. More specifically, you are utilizing your research skills to find interesting and contemporary discussion points that correspond with our weekly topics. Each student will search for journal or newspaper articles, video clips, or other relevant sources of information that speak to the topics for the week. Post should include: a synopsis of your "discovery", a connection to class material, and proper citation. You are also required to respond to two other student’s discovery posts. The quality of your content and contribution to the conversation will determine your grades. Grading rubrics can be found in Canvas.

REFLECTIVE DIARY: During the first week of class, students will take the Ecological Footprint Quiz. Examining the results of this quiz, students will then select a personal challenge. Diary entries will be a personal reflective assignment about this challenge.

RESEARCH PAPERS: You will complete 2 short (5 page) research papers during this course. Details can be found in the “Papers” module in Canvas.

## QUIZZES

An online quiz will be administered each week. Quizzes will open at the beginning of each week and are due by Sunday at 11:59 PM. Each quiz has two parts: 1) A multiple-choice section designed to ensure you are completing your lessons, and 2) An open-ended question(s) designed to assess your understanding of the material and incorporate other *Read-Watch-Listen* material. All work must be your own; no cooperation is permitted on quizzes. The grading rubric for open-ended questions can be found in Canvas.

# GRADING CRITERIA

|  |  |  |  |
| --- | --- | --- | --- |
|  ASSIGNMENTS | Qty | Points | Total |
| Discussion Board |  |  |   |
|   | Introduction “About Me” – Initial Reply | 1 | 10 | 10 |
|   | Pro-Environmental Commitment Discussion – Initial Reply | 1 | 10 | 10 |
|   | Pro-Environmental Commitment Discussion – Summary Reply | 1 | 10 | 10 |
|   | Student Discovery Initial Reply (1) & Peer Responses (2) per week | 5 | 40 | 200 |
| Quizzes |  |  |   |
|   | Library Tutorial | 1 | 5 | 5 |
|   | Ecological Footprint Quiz | 1 | 5 | 5 |
|   | Module Quizzes [MC/TF – 30 points; Essay – 10 points]  | 5 | 40 | 200 |
| Papers |  |  |   |
|   | "Stuff" paper | 1 | 150 | 150 |
|   | Position paper | 1 | 150 | 150 |
| Reflective Diary |  |  |   |
|   | Reflections on Pro-Environmental Commitment | 3 | 20 | 60 |
| Course Survey |  |  |   |
|   | Reflections on Course (Extra Credit) | 1 | 20 | 0 |
| TOTAL POINTS POSSIBLE |  |  |  800 |

## GRADING SCALE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Percentage | Grade | Percentage | Grade | Percentage |
| **A+** | 97 - 100 | **C+** | 77 - 79  | **F** |  0 - 59 |
| **A** | 93 - 96 | **C** | 73 - 76 |  |  |
| **A-** | 90 - 92 | **C-** | 70 - 72 |  |  |
| **B+** | 87 - 89 | **D+** | 67 - 69 |  |  |
| **B** | 83 - 86 | **D** | 63 - 66 |  |  |
| **B-** | 80 - 82 | **D-** | 60 - 62 |  |  |

# OTHER COURSE POLICIES

## RUBRICS

In order to understand what is expected of you for each assignment, please check out the rubric—a table that details the requirements of each assignment and the benchmarks for success. Rubrics are attached to each assignment for the grading criteria.

## EXTRA CREDIT

You can receive 20 extra credit points for completing the end of the course survey.

## GRADES

You can view your grades using the Grades section in the course navigation links in Canvas. Please check your grades regularly to make certain that we have received all your assignments. If you have a question about a grade, email us. Please do not post your personal concerns in a discussion forum.

## LATE WORK

Late work will not be accepted. If you have an extenuating circumstance, please contact us by private message before the assignment is due to make alternate arrangements.

## ACADEMIC HONESTY

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska supports a Student Code of Conduct, which addresses this issue of academic dishonesty. See Student Code of Conduct and Disciplinary Procedures Manual, Article III, Section B, Subsection 1:

<http://stuafs.unl.edu/DeanofStudents/Student%20Code%20of%20Conduct%20May%202014.pdf>

## DIVERSITY STATMENT

Students with disabilities are encouraged to contact us (the instructor or teaching assistant) for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodations to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Found at: <http://www.unl.edu/ssd/content/syllabus-statement-faculty>

More information available: <http://www.unl.edu/ssd/home>