Course 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” and “collective 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) Understand the context in which environmental sociology emerged as a professional subfield of sociology.
2) Explain and differentiate the reasons behind systemic environmental disruptions facing our civilization.
3) Understand and analyze the different kinds of social consequences that emerge due to environmental disruptions.
4) Understand and evaluate the different environmental movements taking place currently in the US and the Global South.
5) Using the lessons learned in this course, create positive changes in your personal lives.

Required Materials:

2) Tablets/Personal Computers: This course is paperless. It requires that you have a tablet or a personal computer to succeed. We ask a lot from you and your full participation guarantees a common learning opportunity for all. The Monday class time (online) is reserved for you to participate in different activities and the Wednesday class is dependent on your participation on these activities.
Grading:

Your grade for this course will be figured according to the following schedule:

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Points For Undergraduate Students</th>
<th>Total Points For Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Activities</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Quizzes (10 total)</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Exams (4 total)</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Class Debate</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Final Project (Position Paper)</td>
<td>240</td>
<td>340</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
<td><strong>900</strong></td>
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</table>

If you are a graduate student you are expected to lead the discussion groups, class debates and different activities during the class. Your final project position paper is worth 340 points.

Final Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>A</td>
<td>93-95</td>
<td>C</td>
<td>74 – 79 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>D</td>
<td>64 – 73 %</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>F</td>
<td>Below 60 %</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
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Attendance and Participation:

It is imperative that you not only attend all the class meetings but fully participate in different activities designed for your better learning. Your participation grades are based on your performance in two activities: "Student Discoveries" and “Discussion Points”.

a. Student Discoveries (40 points): Each student will search for journal and newspaper articles, video clips and relevant information that speak to the topic for the week (see Course Schedule for topics). You are expected to present a synopsis or summary of your discovery by midnight Friday at Blackboard. The quality of your content will determine your grades.

b. Discussion Points (20 points): After watching the online presentation of each week’s topic and going through the reading lists, each student will send three discussion questions/topics to the instructors by noon Tuesday. The instructors will open Wednesday's class with these discussion points.

c. In-Class Discussions (60 points): The uniqueness of this course is that it expects students to participate in common knowledge sharing and gathering. The class on Wednesday evenings will allow each one of you to share your findings, queries and information with
the rest of the class. If you are a graduate student you are expected to lead these discussions. Please refer to Course Schedule to see different topics that Course will cover for each week.

Activities:

There are four activities designed for students to complete. Each student is required to complete both the Introduction and Junk Mail assignments and to choose two of the remaining three research assignments. A graduate student will complete all three assignments.

a. **Introduction** (5 points) – Each student will participate in an in-class introductory assignment to be conducted during the first week of the class. If you miss the class you will forego the point.

b. "**Junk Mail**" (35 points) – This is a semester long assignment. Each student will collect all the junk mail that you received for the week. Take a picture and post them in the Blackboard by 6.00 pm Sunday. You will get extra credit if you weigh your mail. Each student will present "Junk Mail" findings and pictures to the class at the end of the semester.

c. "**Children's Book**" (20 points) – At the end of Module 1, each student will complete the assignment. Please check Blackboard for more information.

d. "**Stuff**" Research Paper (20 points) - At the end of Module 2, each student will complete the assignment. Please check Blackboard for more information.

e. "**Finding Solutions**" Research Paper (20 points) - At the end of Module 3, each student will complete the assignment. Please check Blackboard for more information.

Quizzes:

An online quiz will be administered each week for a total of 10 quizzes. The quiz will be available after the class on Wednesday and you have until midnight Friday of the same week to take the quiz. You may use notes and reading materials to answer the questions, however all work must be your own. No cooperation is permitted on quizzes. You will have 10 minutes to take the quiz. The lowest two scores will be dropped.

Exams:

There will be four exams administered online following the completion of each module. The exams will be short essay format and will be 3-5 questions. You may use notes and reading materials to answer your exam questions, however all work must be your own. No cooperation is permitted on exams. Please check your syllabus as we will update more information on Exams periodically.

Missed Exams. If you have to miss an exam, you must have a documented, college approved excuse. In the event that you have a legitimate reason to miss an exam, then a make-up exam will
be scheduled as soon as possible afterwards. The format of the make-up exam will be at our discretion.

Class Debate:

There will be two class debates worth 60 points each. The class will be divided into four groups of five students each. A list of topics will be provided. Your research and preparation for the debate will cover 50 percent of the grades possible and your in-class debate will cover the other 50 percent.

Final Project:

You must write a position paper for this class on a topic relating to the environment and society. The topic of the paper is your choice, but you must consult with us at the beginning and throughout the writing process for approval of your work. More details on the paper project will be given on a formal assignment sheet distributed later.

Statement of Academic Dishonesty:

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 Statement for Syllabus:

Students with disabilities are encouraged to contact me (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 fully participate 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