

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York
School of Arts & Sciences
Department of Social Science
Course Outline

Course code: SOC 3302

Course title: Environmental Sociology

Class hours/credits: 3 class hours, 3 credits

Prerequisite: ENG 1101 and any SOC or ANTH course

Pathways: Individual and Society

Catalog Description: This course examines the complex interactions between societies and the natural environments on which they depend. Special emphasis is placed on the link between the deepening ecological crisis and the operation of the capitalist socio-economic system.

RECOMMENDED TEXTBOOKS *

Title: *Twenty Lessons in Environmental Sociology*

Author: Gould, Kenneth A. and Tammy L. Lewis (eds.)

Publisher: New York and Oxford: Oxford University Press

** The textbook used in a particular section will be chosen by the instructor.*

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS*
1. Describe and demonstrate an understanding of the major manifestations of the ecological crisis and relate them to social and economic forces.	Combination of exams including multiple choice and short essay assignments, quizzes, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations.
2. Distinguish the main theoretical approaches within the field of environmental sociology.	Combination of exams including multiple choice and short essay assignments, quizzes, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations.
3. Identify the global dimension of environmental problems and the obstacles to their solution that this global dimension raises.	Combination of exams including multiple choice and short essay assignments, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations.
4. Explain the ways in which the deepening ecological crisis gives rise to movements of resistance as well as the ways these movements interact with social justice movements.	Combination of exams including multiple choice and short essay assignments, quizzes, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS*
KNOWLEDGE: Explain and demonstrate an understanding of how environmental problems are intertwined with the social and economic domains.	Quizzes, exams, essay, class discussions, and oral presentations, in-class small group work.
SKILLS: Develop and use the tools needed for communication, inquiry, analysis and productive work.	Combination of class discussions, oral presentations, in-class small group work, essay, and exams.
INTEGRATION: Work productively within and across disciplines. Explain how the understanding and resolution of environmental problems is dependent on contributions from natural as well as social sciences, such as sociology, economics and political science.	Quizzes, exams, essays, class discussions, and in-class small group work that draws on various resources in sociology and other disciplines.
VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains.	Combination of class discussions, oral presentations, in-class small group work, and essays that engage directly with the questions about values, ethics, responsibility, and diversity.

** may vary slightly per instructor to suit their own needs*

SCOPE OF ASSIGNMENTS AND OTHER COURSE REQUIREMENTS*

Quizzes; midterm and final exams including multiple-choice and short answer questions; essay assignments; participation in-class discussions; participation and contribution to small-group projects; oral presentations.

** may vary slightly per instructor to suit their own needs*

FINAL GRADE DISTRIBUTION – elements and weight of factors determining the students' grade*

Midterm exam: 20% of the grade

Final exam: 30% of the grade

Quizzes: 20% of the grade

Essay: 20% of the grade

Attendance/Participation: 10% of the grade

** may vary slightly per instructor to suit their own needs*

GRADING SCALE

A	93-100	C	70-76.9
A-	90-92.9	D	60-69.9
B+	87-89.9	F	59.9 and below
B	83-86.9	WU	Unofficial Withdrawal
B-	80-82.9	WF	Withdrew Failing
C+	77-79.9		

ACADEMIC INTEGRITY POLICY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for

providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

COLLEGE POLICY ON ABSENCE/LATENESS

A student may be absent without penalty for 10 percent of the number of scheduled class meetings during the semester as follows:

Class meets	Allowable Absence
1 time/week	2 classes
2 times/week	3 classes
3 times/week	4 classes

It is the responsibility of the instructor to keep accurate records of every student's attendance and to inform each class orally and in writing of the applicable attendance policy during the first two weeks of class meetings each semester.

Excessive Absence

If a student's class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of "WU" may be assigned. If a student remains officially registered for a course and never attends that course, a final grade of "*WN" will be assigned. If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

Appeals

A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision. A student wishing to appeal a "WU" grade may do so through the Committee on Course and Standards.

Lateness

It is the responsibility of the instructor to keep a record of lateness and to inform each class orally and in writing of the lateness policy during the first two weeks of class meetings of each semester.

SAMPLE SEQUENCE OF TOPICS*

Introduction to the Course (Week 1)

The Social Construction of Nature (Week 2)

Reading: Gould and Lewis 2009, chapter 2.

Week 3: Theories in Environmental Sociology (Week 3)

Reading: Gould and Lewis 2009, chapter 3.

The Political Economy of the Ecological Crisis (Weeks 4-5)

Readings: Gould and Lewis, chapters 4, 5, 6, 10, 12, 16 and 19.

Science, Technology and the Ecological Crisis (Weeks 6-7)

Readings: Gould and Lewis, chapters 7 and 8

and Hutzler, Charles and Mari Yamaguchi. 2011. "End to Japan Crisis is Years, a Fortune Away," http://news.yahoo.com/s/ap/20110409/ap_on_re_us/as_japan_earthquake_nuclear_endgame.

Midterm and The population question (Week 8)

Reading: Gould and Lewis, chapter 9

The Sociology of Environmental Health (Week 9)

Reading: Gould and Lewis, chapter 11

Film: 'The Story of Stuff.'

The Sociology of Natural Disasters (Week 10)

Readings: Gould and Lewis, chapter 13 and Gupta, Arun. 2011. "Tsunami and Nuke Disaster: How Human Arrogance Intensifies Suffering," *AlterNet*,

http://www.alternet.org/story/150267/tsunami_and_nuke_disaster%3A_how_human_arrogance_intensifies_suffering/.

Focus on Climate Change (Week 11)

Readings: Gould and Lewis, chapter 14 and The New York Times. 2011. "Global Warming,"

<http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html?scp=1&sq=global%20warming%20january%2013%20cancun&st=cse#>.

Environmental Movements North and South (Weeks 12-13)

Readings: Gould and Lewis, chapters 15 and 17.

Indigenous Peoples and the Anthropology of the Global Ecological Crisis (Week 14)

Readings: Gould and Lewis, chapter 18.

Paper due.

Review and Final Exam (Week 15)

** may vary slightly per instructor to suit their own needs*

Reviewed/revised by Diana Mincyte, Ph.D.

Date: December, 2015

See our disclaimer. *Twenty Lessons in Environmental Sociology* introduces undergraduates to the topic in an innovative way. Instead of compiling articles from professional journals, this reader presents twenty classroom-tested "lessons" from dedicated, experienced teachers and researchers in the field. Building the collection on the model of a successful undergraduate classroom experience, the coeditors asked the contributors to choose a topic, match it with their favorite lecture, and construct a lesson to reflect the way that they teach it in the classroom. The result is an engaging Are you sure you want to remove *Twenty lessons in environmental sociology* from your list? *Twenty lessons in environmental sociology*. 1st ed. by Kenneth Alan Gould. 17 Want to read. Published 2008 by Oxford University Press in New York, NY . Written in English.Â An introduction to environmental sociology / Kenneth A. Gould and Tammy L. Lewis. The social construction of nature / Stella Capek. Theories in environmental sociology / Luis Barbosa. The state and policy : imperialism, exclusion, and ecological violence / David Pellow. Labor productivity and the environment / Allan Schnaiberg. Corporate power : global media and the environment / Elizabeth Campbell. The science of nature and the nature of science / Richard York. The first local environmental organizations were founded before the Civil War and several still existing national environmental organizations, such as the Sierra Club, the National Audubon Society, and American Forests, were founded in the late 19th century. The question facing social scientists is how can we understand and examine this enormously complex social movement?