**Environment and Society (ENV 201)**

Dr. Curt Gervich, Hudson 147.

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**Schedule**

**Learning Objectives**

After completing this course, you should be able to:

* Define and describe several vocabulary terms and concepts from the fields of environmental science/studies, ecology, political science, economics and sociology;
* Use these terms appropriately and confidently in professional and academic contexts;
* Describe how several key structures of social life influence the evolution of humans’ relationships to the environment and create, perceive and solve environmental challenges;
* Interpret people’s perspectives and positions regarding a variety of environmental issues using structuralism, narrative/discourse analysis, framing, environmental justice and ethics as frameworks for critique;
* Describe your own thoughts, opinions, values, viewpoints and perspectives regarding a variety of environmental issues.

Monday, Wednesday, Friday: 10:00-10:50am

Hudson 122

**Office Hours**

Monday: 1:00-2:00pm; Tuesday: 1:00-2:00pm; Wednesday: 1:00-2:00pm

**Overview**

In this course we will explore the ways that culture and society influence how people relate to, interact with, create and solve problems within the environmental arena. We will discuss societal institutions such as economics, science, community, race, gender, politics and media. To accomplish these goals we will employ a variety of media including books, scholarly journal articles, popular press articles, television, film and radio among others. During class we will engage our subject matter through frequent discussions, debates, question and answer sessions, free writing, mental modeling and mapping, quizzes, exams and other venues.

**Textbook**

[Philippe Squarzoni](http://www.amazon.com/Philippe-Squarzoni/e/B00IMVKFGI/ref%3Ddp_byline_cont_book_1). 2014. Climate Changed: A Personal Journey through the Science Paperback. Harry N. Abrams; 1St Edition edition (April 8, 2014).

**Assignments**

All assignments on this syllabus are tentative and may change as the semester progresses. I will announce changes in class and update the calendar accordingly; you are responsible for keeping up with these changes.

All assignments are due at the beginning of class on the day listed. There are **NO** late assignments. If you need to turn an assignment in late you must communicate with me about it ahead of time and we can make arrangements. **If you are going to turn in an assignment late and you do not speak with me ahead of time there is no need to turn in the assignment because I won’t grade it and you will receive a zero, no questions asked.** Furthermore, if you request more than two extensions over the course of the semester I may no longer accept your work or will deduct points for lateness.

**Grading Criteria**

**Course Assignments**

*Book Clubs*

One major assignment and class activity will require you to participate in a book club with several other students. This semester we will read Philippe Squarzoni’s Climate Changed. A personal journey through the science. For two weeks at the end of the semester you will discuss the book with the other students in your club. Following your final club meeting you will write an individual review of the book. You cannot “make up” a missed book club opportunity. You must be present on discussion days. Your book club discussion notes **must** be written on the note sheets I provide via Moodle.

*Exams*

There will be two exams over the course of the semester.

*Explorations/Exit Tickets/Moodle Posts and Responses/Other as Assigned In-class*

Periodically I will use “exit tickets” to gauge your comprehension of course readings and consideration of in-class discussions. Generally exit tickets occur in the last few minutes of class and are brief writing/quiz activities. Each exit ticket is worth 3 points. One point for completion of the activity (attendance) and two points for the accuracy of your response. I’ll employ a variety of activities for conducting exit tickets, **but none of these can be “made up” if you miss class.** Your cumulative grade on exit tickets will be calculated into your participation grade.

I will use professional standards when grading your work, taking into account effectiveness in meeting readers’ needs, design, attention to detail, and grammatical/mechanical correctness AS WELL AS accuracy and appropriateness of data choices, methods, analysis and conclusions. Completing the assignment does not earn you an A. Following instructions/completing the assignment is the bare minimum required. It earns you a C. **To earn an A you work must be substantively correct and accurate, well-sourced and documented; relate to class discussions/materials; and professionally formatted and usable.**

Participation: Your participation grade will be based on your completion of frequent, in-class individual and group assignments including but not limited to exit tickets, as well as participation in class discussion.

Grammar and Mechanics: Part of the "prerequisite" for this course is a basic understanding of the grammar and mechanics of standard written English. All final work should be free of grammatical and mechanical errors. **USE SPELL-CHECK AND EDIT AND REVISE YOUR WORK UNTIL IT IS PROFESSIONAL CALIBER. Papers that are not edited will receive a grade reduction.**

Appearance and Format: For out-of-class assignments hand-written papers will not be accepted unless you talk with me and receive an exception or I specifically note this in class.

**Plagiarism and the Honor Code**

Plagiarism: The University Honor Code applies to all work for this course; with the exception of group projects, all work you submit must be your own.

Honor Code Statement: *It is expected that all students enrolled in this class support the letter and spirit of the Academic Honesty Policy as stated in the course catalog.*

You will be held accountable for furnishing upon request all sources and preliminary work (notes, rough drafts, etc.) that you use in preparing written assignments. If you cannot produce these materials upon request, you cannot receive a satisfactory evaluation on the assignment.

The following standards apply to your work this semester:

|  |  |
| --- | --- |
| A | The document/presentation is excellent as is, with little or no additional revision. It meets both the writer's and the readers' needs clearly and efficiently. The work product clearly builds on and relates to class discussions, course readings and other activities. |
| B | The document/presentation is usable with some revision. It contains all significant/required content, but certain elements of document design, organization, or writing style need work. Editorial revisions pertain to words and sentences, or to one or two small sections of the document; graphic design revisions are limited to specific images or elements. The work product relates to class discussions, course readings and other activities though some connections are unclear, confused or inaccurate. |
| C | The document/presentation requires significant revision before it is usable; though it contains most of the necessary information somewhere, its content, design, and organization prevents readers from accomplishing the intended goals. Large passages might need to be rewritten or reorganized; or the assignment might contain extensive stylistic problems. Pages or recurring graphic elements might need to be redesigned. The work product rarely or minimally relates to class discussions, course readings and other activities and these connections are unclear, confused or inaccurate. |
| D | The document/presentation requires extensive revision before it is usable. Though it attempts to meet the requirements of the assignment, it is deficient in content, design, and organization, or it may contain extensive grammatical or mechanical errors. The work product does not relate to class discussions, course readings and other activities. |
| F | No assignment turned in.  |

|  |  |
| --- | --- |
| **Assignment** | **Percent of final grade** |
| Book Review/Clubs | 20% |
| Mid-term Exam | 20% |
| Final Exam | 20% |
| Explorations | 20% |
| Exit tickets/participation | 20% |

**Grade Calculation**

Points allocated to each assignment are described in the following chart:

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics and Activities** | **Prior to class read/watch/listen/do/DUE** | **In class read/watch/listen/do** |
| **M 1/25** | SyllabusNew Ecological Paradigm SurveyPersonal Goals and Class Community |  |  |
| **W 1/27** | Systems ThinkingLive, work and play | **Read:** Meadows, Leverage Points. Toward a Sustainable World. | **Do:** Warped Juggle |
| **F 1/29** | Causal Loop Diagramming | **Read:** Illustrated Guide Makes Marine Protected Areas Fascinating | **Do:** Poisoned Places Diagramming**Read:** Daniel Kim, Best Practices for Causal Loop Diagram |
| **M 2/1** | Structuralism | **Read:** Ray, Ecology of a Cracker Childhood.**Watch:** Environmental Ethics Prezi | **Do:** You Have No Free Will**Watch:** Devil Wear’s Prada**Read:** Derr and McNamerra, Intro to Environmental Ethics. |
| **W 2/3** | Family | **Watch**: Andrew Stanton/PIXAR TED Talk | **Read:** McKibben, Maybe One. |
| **F 2/5** | Family | **DUE: Eco-Narratives** | **Do**: Personal Eco-Narraive**Do**: Intro to Community |
| **M 2/8** | Community | **Read**: Putnam, Bowling Alone. | **Do**: Bowling Alone**Read**: Money, Death and Danger |
| **W 2/10** | Community | **Read**: Drum, America’s Real Criminal Element: Lead. | **Read:** Flint Michigan Articles |
| **THURSDAY February, 11. Dr. Steve Trombulak, Dean of Sciences at Middlebury College will give two guest lectures.****12:30-1:30 PIZZA LUNCH****3:30-4:30 TEDx TALK** |
| **F 2/12** | Race, Social, Geographic and Intergenerational Diversity | **Watch:** Majora Carter TED Talk | **Read:** Bullard, Intro to Environmental Justice  |
| **M 2/15** | Race, Social, Geographic and Intergenerational Diversity | **DUE: Buzzfeed survey “Check your Privilege”** | **Read:** McIntosh, White Privilege.**Read:** Lanham, 9 rules for a black birder.**Listen:** Lanham, Staving Off Confrontation while Watching Birds.**Read:** 17 Principles of EJ. |
| **W 2/17** | Science | **Watch:** Naomi Oreskes TED Talk**Read**: Science as a belief system | **Watch:** Science Prezi**Read:** Science for All Americans. Ch. 1, Ch. 11.**Read:** Science and EPA policy in congress |
| **F 2/19** |  |  |  |
| **M 2/22** |  |  |  |
| **W 2/24** | Science | **Read:** Oreskes, The Scientific Consensus on Climate Change. | **Read:** Nordhouse, Why the Climate Skeptics are Wrong.**Watch:** Climate Skepticism Prezi |
| **F 2/26** | Economics(Population or Consumption) | **Read:** Friedman, Too Many Americans. **Read:** Whitty, The Last Taboo. | **Read:** Pearce, Population isn’t the Problem.**Read:** Walker, Of Course Population is a Problem.**Do:** IPAT |
| **M 2/29** | Economics(Tragedy of the Commons) | **Read:** Hardin, Tragedy of the Commons. | **Do:** Harvest Game |
| **W 3/2** | Economics(Tragedy of the Commons) |  | **Read:** Managing CPR challenges. |
| **F 3/4** | Economics(Market Failures) | **Read:** Intro to Environmental Economics.**Watch:** Environmental Economics Prezi | **Read:** Krugman, Environmental Economics 101: Overcoming Market Failures. |
| **M 3/7** |  |  |  |
| **W 3/9**  |  |  |  |
| **F 3/11 Mid-term Exam**  |
| **SPRING BREAK** |
| **M 3/21** | Economics(Ecosystem Services) | **Read:** Lake Champlain Basin Program, Ecosystem Services. |  |
| **W 3/23** | Media | **Watch:** Fox News Climate Coverage Prezi**Read:** Journalistic Balance on Climate Change | **Read:** Smith, Media Decision Making About Climate Reporting. **Read:** Sampei and Aoyagi-Usui, Mass-Media Coverage, its influence on public awareness of climate change |
| **F 3/25** | Media | **Read:** Birmingham and LeQuire, Green Heroes Reexamined: An Evaluation Method of Environmental Role Models. **Read:** Grist 50 Environmental Leaders 2016**Watch:** Celebrity Environmentalism Prezi | **Watch:** Chipotle Scarecrow Prezi**Read:** Chipotle critiques**Watch:** Environmental ads pics |
| **M 3/28** | Politics | **Watch:** 2016 State of the Union | **Do:** review Obama’s environmental record |
| **W 3/30** | Politics | **Read:** Review candidates’ environmental platforms**DUE: Candidate Platform Reflection** | **Do:** Read League of Conservation Voters Scorecard |
| **F 4/1** | **Significant Moments in the Environmental Movement** | **TBD** | **Powell, Pinchot, Muir/Roosevelt, Dust Bowl, Cuyhoga, Silent Spring, NW Forest Plan,**  |
| **M 4/4** | **Significant Moments in the Environmental Movement** | **Watch**: Watch Silent Spring Documentary**Read:** Silent Spring | **Read:** Eco-tragedy Examples**Read:** Eco-modernization Examples |
| **T 4/5** | **Power Dialogue, Clean power Plan Day of Action at NYS Capital/SUNY Albany** | **Please notify me if you would like to attend- limited space!** |  |
| **W 4/6** | **Significant Moments in the Environmental Movement** | **TBD** | **Exxon, BP,** |
| **F 4/8** | **Significant Moments in the Environmental Movement** | **TBD** | **IPCC, Keystone XL, NY Bans Fracking CA Methane Leak, , Flint MI, Clean Power Plan** |
| **M 4/11** | **Climate Change Module** | **Read:** TBD | **Do:** Unit 1 |
| **T 4/12 7:30pm** | **SCIART 6 Scenes From the Anthropocene** | **Myers Fine Arts Black Box Studio** | **THIS IS REQUIRED** |
| **W 4/13** | **Climate Change Module** | **Read:** TBD | **Do:** Unit 1 |
| **F 4/15** | **Climate Change Module** | **Read:** TBD | **Do:** Unit 2 |
| **M 4/18** | **Climate Change Module****Dr. Eric Liebensperger** | **Read:** TBD | **Do:** Unit 2 |
| **W 4/20** | **Climate Change Module** | **Read:** TBD | **Do:** Unit 3 |
| **F 4/22** | **Climate Change Module** | **Read:** TBD | **Do:** Unit 3 |
| **M 4/25** | **Book Club****Consumerism** | **Watch:** Story of Stuff**DUE: CPP RAFT Assignment** | **Read:** Story of Stuff**Read:** Assadourian, Consequences of Consumerism.**Do:** Trash Collection |
| **W 4/27** | **Book Club****New perspectives on environmental movement** | **Watch:** Peter Karevia, Failed Metaphors and Environmental Movement | **Watch:** TED, Jared Diamond**Read:** Jared Diamond, Collapse Excerpt. |
| **F 4/29** | **Book Club****Diversity and Environmental Movement** | **Read:** Bonta, Kyra’s Path.**Read:** Bonta and Jordan, Diversity and the Environmental Movement. | **Read:** Letter and response group of 10**Watch:** Bird like me |
| **M 5/2** | **Book Club****Millennials and Environmental Movement** | **Read:** McKibben, This is Fucked up.**DUE: Trash Reflection** | **Watch:** TED, Al Gore**Do:** Trash Collection**Do**: Theory of Planned Behavior |
| **W 5/4** | **Book Club****Environmental leadership** | **Read:** Pollen, Why Bother.**Read:** Kingsolver, How to be Hopeful | **Read:** Orr, Hope in Hard Times**Read:** Orr, Love |
| **F 5/6** | **Debrief** |  |  |
| **Final Exam** | **DUE: Book Review** |  |