

ENVIRONMENT AND SOCIETY

Spring Semester 2018, Graceland University

Dr. Bradley H. Brewster

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Class Time: Tuesday, Thursday 2:00 P.M. to 3:15 P.M.

Class Location: Resch 106

Office Location: Briggs 112

Available for Students in My Office: Wednesdays 9:00 A.M. to Noon
By appointment

Office Phone: 641.784.5354

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https://www.researchgate.net/profile/Bradley_Brewster

Final Exam: 3:00 P.M. Wednesday, April 25 in Resch 106

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Course Description

Examines environmental concerns and issues such as environmental justice, wilderness preservation, sustainability, peak oil, environmental security, natural resource conflicts, climate change, species extinction, green consumption, conservation crime, oil spills, fracking, and water pollution. Specific cases are often used. Ecological hope and despair, that is, the question of emotional sustainability in the face of issues that seem beyond one's individual control, are explored throughout.

Objectives

- To expose students to a variety of fields and domains in environmental studies—particularly in the environmental social sciences—and, thus, to help students achieve a diversity of intellectual footholds in environmental studies.
- To equip students with knowledge of a wide variety of theories, concepts, and topics in environmental studies.
- To equip students with a basic understanding of differing frameworks of ecological analysis.
- To introduce students to a variety of environmental issues and cases.

- To introduce students to various debates and positions on environmental issues and interventions.
- To equip students with a framework for thinking about environmental policy.
- To help students exercise both critical and creative thinking in understanding and addressing environmental issues.
- To involve students in interdisciplinary thinking.
- To introduce students to issues of spatial and temporal scale (e.g., local, regional, national, and global scales; individual-scale behavioral change and institutional-scale social change; various temporal dimensions of environmental problems and policies).
- To provide students with a sense of the complexity of environmental problems and interventions (e.g., that there are not always easy answers or clear solutions without risks, unintended consequences, or tradeoffs with other values).
- To have students explore and continually revisit their own ideas and feelings about locus of control, individual efficacy, and “ecological hope and despair” in intellectually confronting a multitude of large-scale, complex environmental problems and thereby explore our own emotional reactions to environmental issues and attempt to discover or create social psychological and emotional resources for greater “emotional sustainability.”
- To present students with opportunities for thinking about—including possible rationales for caring about—other people (e.g., victims of environmental injustice), other species (e.g., species threatened with extinction), and various ecologies (e.g., ecosystems, landscapes, habitats). In short, to have students ponder their “relationship status” to a variety of human and nonhuman “others.”
- To educate students as to many of the personal benefits, advantages, and pleasures of “contact with nature” and “sustainable behavior.”
- To familiarize students with the work of some key environmental figures, thinkers, and scholars.
- To increase students’ overall environmental literacy and to help students become more adept environmental thinkers and communicators.
- To help students understand the environmental impacts of their lifestyles and of their society and helping them think critically and creatively about various ideas for possibly minimizing those impacts.
- To develop student proficiency in reading and critically analyzing environmental scholarship.
- To acquaint students with some high quality environmental resources on the internet.
- To prepare students for taking further environmental courses.
- To provide students with the theoretical basis, conceptual tools, intellectual skills, and motivational rationales for further educating themselves in environmental matters as life-long learners.

Required Readings

All required reading materials are provided. Many of the readings are under ten pages with a substantial number of these under five pages. Additionally, many of the readings are from newspapers and magazines and, thus, should not be too difficult, though you will still need to read them closely and reflectively and study them carefully. Many of the readings were selected in large part because of how engaging, interesting, thought-provoking, and/or well-written they were and/or because they are famous or classic works in the environmental domain. So although

there are many readings, including the occasional 20-page or so scholarly article, the readings should be manageable and fairly interesting.

Detailed Course Schedule

All assigned material should be read precisely in the order listed in the “Detailed Course Schedule for Environment & Society.” This course is highly structured. There are specific reasons not only behind every choice of assigned reading, but also behind the precise placement of each reading in the sequence. Your “Detailed Course Schedule” is itself a valuable educational resource and an integral part of your learning in this course. Know it and consult it often.

Grading Scale

89% or higher = A

From 80% to 88.99% = B

From 70% to 79.99% = C

From 60% to 69.99% = D

Less than 60% = F

Grade Weighting

Papers/Projects/Exam: 40% of your grade

Quizzes: 25% of your grade

Reflection: 15% of your grade

Participation: 15% of your grade

Attendance: 3% of your grade

Timeliness: 2% of your grade

Written Work

Unless otherwise specified, all written work should be typed, single-spaced, 12-point font, with one-inch margins. Fonts can be serif or san serif, but must be a common, no-frills font (for example, Times New Roman, Helvetica, Georgia, Iowan Old Style, Avenir, Minon Pro, Verdana). All written assignments should be your own work reflecting your own intellectual and emotional engagement with the material. All written assignments should be well-written, including not only correct spelling and proper grammar, but also well-thought-out and showing attention to expressive and stylistic factors, like tone and voice. That means you need to take pride in your writing, very carefully edit your work, and do more than one draft. I expect well-crafted work. Your writing is a reflection of who you are and how you think. One way I get to know you is through your work. Sloppy, careless, or half-hearted work does not make a good impression. I expect you to put forth your best effort. I expect to see evidence of close reading and careful studying of the assigned material and I expect to read thoughtful, articulate, well-crafted written work. As noted above, one objective of this course is for you to become more skilled environmental communicators.

Papers. Most paper assignments are “mini-essays” (or “memos”). These will ideally be little more than full, single-spaced page and should never exceed two single-spaced pages. This will be a challenge—to identify and cover the many key points in each article (this is what I call “description”), to include as much of your best creative, critical, comparative, and insightful analysis of the ideas, articles, and authors as space allows (this is what I call “analysis”), to include

thoughtful personal reflections on and reactions to all that (this is what I call “reflection”), and weave all that together into a dense (jam-packed), coherent, highly integrated, flowing, engaging, articulate, expressive essay-style narrative (this I will simply refer to as “style”). Each of your mini-essays should cover the assigned set of materials and only those materials—that is, no outside materials or sources. Stick to the assigned material and stick to it closely. Your mini-essays should clearly demonstrate that you have studied, comprehended, and deeply engaged with the assigned material. While each mini-essay should, ideally, include all the readings in one way or another, you don’t necessarily have to discuss all the readings equally. Instead, you will more than likely be somewhat purposefully and meaningfully selective in which of the readings you focus on more by being purposefully and meaningfully selective in which ideas, issues, debates, positions, etc., you are most drawn to. Your personal judgment and selectivity in this regard is part of your personal expression: what ideas you gravitate to or what ideas grab you says something about you. While you may weave your “reflections” here and there throughout, I suggest you also conclude each mini-essay with a very short reflective paragraph that thoughtfully articulates your personal reflections and views on any argument(s)/idea(s)/issue(s)/etc. from the assigned material as well as reflect on their thoughts on and feelings of ecological hope and despair prompted by the assigned material. Here is a good rule of thumb: “Description” should make up *no more than* 40% of your mini-essay; “analysis” should make up *at least* 40% of your mini-essay; and “reflection” should constitute *no more than* 20% of your mini-essay.

- By “highly integrated,” I mean aim for each mini-essay to be as integrated as it would be if you were writing your mini-essay on a single chapter by a single author. Do not give me a mini-essay that reads like: First I read this and it said such-and-such; and next I read this and it said such-and-such; and etc. I know what you read and what order you read them in. What I want from you is for you to demonstrate to me that you can think, discuss, and write about them in an integrated, coherent way. Make conceptual and thematic connections across articles. Compare and contrast ideas. Identify key points and their counterpoints not only within but also across articles. In short, discuss the ideas in the articles rather than discussing the articles per se. Lead with the ideas and structure your essay around them and your intellectual engagement with them rather than structuring your essay around the articles. Moreover, not only should the assigned material covered be integrated in the way you cover it, but your description and analysis should, ideally, be highly integrated as well. That is, avoid describing first and then analyzing.
- By “dense,” I mean your written work should be communicating as much as possible with an economy of words. No “fluff,” “padding,” or “BS.” Be a relentless editor with your own work and ruthlessly get rid of the extraneous—that is, of any words, phrases, and sentences that are doing very little expressive and substantive “work.” My advice is take each sentence and ask yourself: “Can I say the same thing with fewer words without any real loss of meaning or expressive significance?” If yes, do so.

Quizzes — Quizzes will be online on our MyGraceland course site. Your lowest quiz score will be dropped. Missed quizzes cannot be made up except for the most serious and consequential of documented or verifiable excused absences.

Participation — While there will be a some full lectures, most class periods will involve significant time for class discussion of the assigned readings. Participation means constructively contributing to class discussion, getting involved in and being a cooperative member of any groups activities, etc., but it also includes *preparedness* (i.e., you show up having closely read,

carefully studied, and thoughtfully pondered the set of readings assigned for that class period, a fact which should clearly be evident by the nature and quality of your comments in class) and *engagement* (e.g., you are clearly paying attention and actively taking detailed notes throughout class and you are not on your phone, playing on your computer, or working on another class during our class). Your lowest participation score will be dropped.

Attendance — Attendance is required. Unexcused absences cannot be made up. Documented or verifiable excused absences and absences with prior instructor permission can be made up and require the student to meet with the instructor with eight days of the excused absence to get an additional assignment to be determined by the instructor that will count as the make-up work for the missed points on participation, attendance, and timeliness for that missed class period.

Timeliness — Timeliness means not showing up to class late or leaving class early.

Attendance

Attendance is expected. You cannot meaningfully participate in this class without attending regularly. Through class discussion and student sharing projects, classmates learn from each other and that cannot happen if you are not there. Here's the attendance policy from the Graceland Catalog:

Students are expected to attend classes regularly, be punctual, and complete all work whether present or not. Whenever possible, the opportunity for making up coursework missed as a result of an excused absence is to be worked out between the instructor and the student upon the student's initiative.

Excused absences include the following:

- a. The student has contacted the faculty member prior to the absence due to a University sponsored activity,
- b. The student has contacted the faculty member prior to the absence and the faculty member concurs that the absence is unavoidable and legitimate.
- c. For Lamoni students, the Dean of Students (or faculty member) determines that the student has missed classes/assignments due to factors beyond the student's control (i.e. illness, family misfortune, etc.) and the faculty member concurs.
- d. For non-Lamoni students, the faculty member makes the determination and, when appropriate, the Dean of School, or his or her designate, concurs that the absence was unavoidable and legitimate.

All other absences are considered unexcused, in which case the instructor is not obligated to provide an opportunity for making up coursework for credit.

Incomplete Grades

University policy requires that an incomplete grade be initiated by the student. An "Incomplete Grade Contract," signed by the student and the instructor, is required before an Incomplete can be recorded. My personal policy is that a student must have completed at least 70% of the course requirements before an incomplete grade will be considered.

Classroom Computer Use

Laptops or other appropriate electronic devices may be used during class sessions for taking notes. Any devices used in this manner must be silent. Students who misuse electronic devices during class for other purposes such as personal communication or gaming will not be allowed to continue using their devices during class.

Civility

Civility in the classroom is expected of all members of the class. Everyone should be treated with respect at all times. Anyone who disrupts class to the extent that others' educational opportunities are diminished will be asked to leave the classroom. Additionally, the use of cell phones during class time is prohibited.

Harassment

Graceland University does not tolerate sexual or any other type of harassment.

Writing Center

The Graceland University Writing Center provides a supportive environment and attentive assistance to students in any academic program and at any level of writing ability. The Writing Center serves students' writing needs by acting as a resource for improving their particular writing assignments or the general quality of their writing skills. Writing Center tutors function as experienced, interested readers who collaborate with students at any stage of the writing process to make them more effective and capable writers. The Writing Center, located on the lower level of the FMS Library in Room 16, is open from 9 A.M. to 5 P.M. on Monday, Wednesday, and Friday; from 9 A.M. to 8 P.M. on Tuesday and Thursday; and 10 A.M. to 3 P.M. on Saturday. While walk-ins are welcome, appointments are recommended to guarantee an available tutor. You may schedule an appointment by calling 5077 or 5078, emailing uhlenkam@graceland.edu, or by signing up on the schedule posted by the Writing Center door.

Academic Integrity Policy

Academic integrity is a highly valued principle that undergirds all facets of academic life at Graceland University. Adherence to principles of honesty is a requisite for preparing students as competent responsible persons. Students admitted to the university are expected to uphold standards of academic integrity, i.e. the avoidance of fraud, plagiarism and cheating in any form.

1. *Fraud* — Fraud is the act of deceit or misrepresentation. The following list describes ways to avoid the most common forms of fraud.

- A. Do not alter or falsify or misrepresent an academic document.
- B. Do not help someone alter or falsify an academic document.
- C. Do not communicate false information whether oral, written, electronic or nonverbal.
- D. Do not forge signatures.

2. *Plagiarism* — Plagiarism is representing someone else's work as your own. The following list describes ways to avoid the most common forms of plagiarism.

A. Set off all direct quotations within quotation marks or within the text in a block quote form. To fail to indicate direct quotations by one of these two methods is to commit plagiarism even if the failure is accidental and even if you give the source of the quotation. In a speech you must also indicate the beginning, ending and source of all direct quotations to the audience.

B. If you derive an idea from another source, cite the source unless the idea is common knowledge, that is, unless people familiar with the subject you are discussing are aware of the idea.

C. Cite the source of paraphrased material and avoid excessive paraphrasing. Too much paraphrasing minimizes your contribution.

D. Submit papers that consist substantially of your own work. Do not buy, borrow or use complete, or nearly complete, papers from any source, electronic or otherwise.

3. *Cheating* — The following list describes ways to avoid the most common forms of cheating.

A. Do not give assistance to, or receive assistance from, another person, or use unauthorized notes, books, etc., when an examination or assignment is supposed to be your own work.

B. Do not falsify research results or violate codes for the treatment of human or animal subjects.

C. Do not violate the policies of proctors, preceptors or supervisors.

D. Do not use an electronic copy of another person's work as the starting point of your own work without the instructor's permission.

E. On collaborative works, include the names of all participants on any copies that are submitted for evaluation.

An instructor may assign a grade of "F" for the course in cases of fraud, plagiarism and/or cheating. When an "F" grade is assigned, the student may not drop the course. All cases of fraud, plagiarism and/or cheating will be reported to the respective dean or division chair, and dean of faculty. Violation of the academic integrity policy may have additional consequences including sanctions or dismissal from a program or from Graceland University.

Final Examinations

All classes will meet during final examination week for a meaningful, educational experience, i.e., examination, presentations, discussion, lecture, etc. Scheduled examination times will be published in each course syllabus and the Schedule of Classes. Students having more than two

final examinations on a single day, as evidenced by the Final Examination Schedule, should be permitted to reschedule their examinations so as not to exceed two examinations on a single day. However, rescheduling will not be permitted for the first two exams on a single day based on the final exam schedule. The rescheduling needs to be determined before the last day of classes for the semester. If arrangements cannot be made on an informal basis, the Dean of Faculty will initiate a request for the student to be granted relief from having to take more than two exams on a single day. Travel arrangements are not justification for requesting changes in the final examinations schedules.

Reasonable Accommodations

Graceland University complies with the Americans with Disabilities Act. Students requesting accommodations should contact Nicole Briell, Director of Student Disability Services (MSC Room 26; nbriell1@graceland.edu, 641.784.5083). In order to provide appropriate accommodations in a timely manner, students are encouraged to contact the Director of Student Disability Services as early in the term as possible.

Learning Time Estimates

U.S. Department of Education regulations and accompanying standards established by the Higher Learning Commission require Graceland instructors to create a good faith estimate of the learning time associated with each course they teach. University policy states “it is expected that a student who is prepared for college-level work and reasonably motivated to succeed will spend a minimum of 37.5 hours per semester hour credit in course-related activity.”

In-Class Learning (26 classes at 75 minutes per class)	32 hours
Assigned Reading (approximately 500 pages at 10 pages per hour)	50 hours
Other Outside-of-Class Activity	38 hours
Total estimated learning time:	120 hours