NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

SOC 480 / SOC 580
ENVIRONMENTAL SOCIOLOGY

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
SOC 204 [D-] or SOC 204H [D-]

COURSE DESCRIPTION:
Explores the evolution of environmental thought, paradigm shifts, and institutional structures associated with environmental concerns, social movements, and social impacts.

Focusing on the interconnectedness of human societies and the natural environment, this course will explore contemporary (and often controversial) environmental issues. Lectures and discussions will center on the social, economic and political structures associated with environmental problems and natural resource decision-making (in the U.S. and internationally). Specifically, attention will be given to issues such as the role of values and belief systems, as well as social institutions in shaping environmental issues and decision-making.

OSU Baccalaureate Core: SOC 480 also meets the OSU undergraduate baccalaureate core category of Synthesis/Contemporary Global Issues. As stated by OSU “Our world has become increasingly interdependent. Social, economic, political, environmental, and other issues and problems originating in one part of the world often have far-reaching ramifications in other parts of the world. These issues and problems not only transcend geographical boundaries but also cross academic disciplines. Therefore, if students are to acquire understanding of and to discover effective responses to such issues and problems, they must acquire both global and multidisciplinary perspectives.” As described below these core principles will be interwoven throughout the course, and in fact, aptly describe the overall sociological view of environmental issues.

Baccalaureate Core Course Attributes:
Core, Synth, Global Issues
CONTACT INFORMATION:

Instructor(s): Prof. L. A. Cramer and/or S.B. Sharp
Office: Department of Sociology
Corvallis, OR 97331-3701

E-mail: lcramer@oregonstate.edu or sharpsh@onid.orst.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:

The potential topics for this class are quite extensive and far too numerous to cover in one term. Furthermore, the student backgrounds vary from sociology majors to natural resource majors, thereby allowing for a less structured format. In order to take advantage of the diversity of backgrounds and interests, this class will be a mix of lectures, student-led discussions, and e-mail forum discussion. To facilitate such discussions, we will use the following:


Additional readings available on Blackboard.

Videos as assigned and available on Blackboard.

Graduate Additional Readings: In addition to the reading material for undergraduate students, students enrolled in SOC580 are required to read: five additional articles (TBA). After reading these articles, you will provide a 3-5 page typed critique and synthesis of the combined articles (e.g., new information you learned, what is good, what is weak/missing), and how the information from these articles may be applied to your graduate thesis/project.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.
STUDENT LEARNING OUTCOMES:

*Undergraduate Course Learning Outcomes:* As a result of taking this course, students will have gained a social science understanding of environmental issues. Students will be able to: (1) demonstrate critical thinking through oral and written formats, (2) compare and contrast environmental issues from a historical and global context, and (3) interpret and illustrate through discussion and writing the complexity of environmental issues from multiple interdisciplinary perspectives.

*Graduate Course Learning Outcomes:* In additional to the outcomes achieved by undergraduates, graduate students will be able to: a) summarize, write and verbalize key theories and concepts within environmental sociology; b) critically assess a range of existing research and formulate relevant sociological questions that address a substantively relevant area of the environment; c) synthesize environmental issues from multiple, interdisciplinary perspectives.

COURSE CONTENT AND POLICIES:

*What is Environmental Sociology?* There is no universal definition. However, generally, “Environmental Sociology examines people’s beliefs about the environment, their behavior toward it, and the ways in which the structure of society influences them and contributes to the persistent abuse of the environment. Abuse of the environment does not just happen. People decide how to use the environment, but they do not decide simply on some objective basis of right and wrong, safe and unsafe. Instead, decisions on environmental use are reached in a social context: they are influenced by such factors as cultural values and attitudes toward the environment, social class, and our relationship to others" (Cable & Cable 1995:5).

*What this course is not about:* This course is not about learning to be an environmentalist, nor is it about learning which groups to ‘blame’ for our changing environment.

*What this course is about:* The primary goal of this course is to use our sociological imaginations to understand how the environment affects, and is affected by, our values, beliefs and social institutions. We will explore how our views have changed over time and the social forces driving current views of the environment.

*Course Policy:* Late assignments will only be accepted from students who have legitimate excuses. Extra credit will not be allowed in this course. You are expected to do all required reading and participate in all course requirements. Your execution of written assignments is central in this course. I place great weight on the quality of such material. Keep in mind there are no exams; therefore, your writing assignments are the primary way of assessing your efforts. These efforts need to be well organized and researched, clearly written, and reflective of original and critical thought. Merely indicating what others have found or said is inadequate. Rather, the written assignments will allow you to critique and apply what you have learned.
Plagiarism and cheating will not be tolerated in this course. Engaging in such behaviors will result in a failing course grade. You are to do ALL of your own work. Plagiarism is defined as representing (and using) another person’s ideas, writings, and work as one’s own.

Student Conduct: Students are expected to respect each other's opinions. “The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. Behaviors that create a hostile, offensive or intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office." See Academic Regulations on OSU homepage. (http://oregonstate.edu/admin/stucon/achon.htm)

All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss:
  o writing online: http://goto.intwg.com/
  o netiquette: http://www.albion.com/netiquette/corerules.html

Evaluation of Student Performance

Grading: The graduate student requirements will add an additional 10 points possible to the course total.

In terms of evaluating the assignments, some general guidelines for earning points are an assignment in the:

D-C range is one where the student fails to directly answer the questions, demonstrates a weak command of issues, or the paper is difficult to read.

C-B range is one where the student minimally addresses all aspects of the writing assignment.

B-A range is one where the student exceeds minimal expectations, uses a wide variety of resources (journals, balanced websites, interviews, etc.), demonstrates a synthesis of ideas and readings and critical thought, and is written clearly.

Course Requirements/Grading Summary:

See the Schedule for due dates on the following:
  • 4 Discussion Board activities (1-2 paragraphs each)
  • 2 reading/think pieces (3-4 pages each, single-spaced)
  • 2 paper assignments (1 2-3 pages, single-spaced; 1 3-5 pages, single-spaced)
  • 1 debate summary (1-2 pages, single-spaced)
COURSE REQUIREMENTS/GRADING (NO Exams):

Discussion Forums (20 points total): You will be expected to participate in discussion forums. There will be four required topic questions that involve active participation in online discussions. These are described in more detail in the “Discussion Board” link on the website. These activities will require some thought and possibly some research/viewing of videos. So, please do not wait until the due date to post your comments. Your comments/reactions will be posted to the discussion board by 11:59 p.m. on the due dates. To post your response to the discussion board, create a “new thread.” You will also be required to respond to someone else’s comments. Your responses/questions/suggestions should be constructive to the discussion and should not reflect personal attacks on each other’s ideas. In addition to the required forums, you are encouraged to create your own discussions by posting ideas, questions, or thoughts to the discussion board.

Reading/Think Pieces (40 points total): There will be two reading/think pieces. These will include 3-4 questions for you to respond. Your responses should reflect a synthesis of lecture material, readings, and videos. Your answers should not only indicate that you read/viewed the material, but that you thought about how the information is evident in the world around you. Responses range from 3-5 typed pages. Specific questions and instructions will be posted on the class blackboard website.

Debate Summary: (10 points): For the debate readings (TBA), provide a ½ page summary of each argument. Then provide a 1 paragraph response indicating which position you support (using information provided by the debate readings).

Research Paper Assignments (55 pts. total; 15 points for your paper outline, 40 points for the research paper): Specific details will be posted on our class website.

Final Grades are based on the following point system:
A=93%, A-=90%, B+=87%, B=83%, B-=80, C+=77%, C=73%, C-=70%, D+=67%, D=63%, D-=60%, F=below 60%

NOTE: Your execution of written assignments is central in this course. I place great weight on the quality of such material. These efforts need to be well organized and researched, clearly written, and reflective of original and critical thought. Merely indicating what others have found or said is inadequate. Rather, the written assignments will allow you to critique and apply what you have learned. For more details, see Academic Regulation 15 in the Schedule of Classes – In general, it states

Course site login information
Information on how to login to your course site can be found HERE.

Statement Regarding Students with Disabilities
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Academic Integrity and Student Conduct (OSU policy)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

Statement of Expectations for Student Conduct
Student Conduct and Community Standards - Offenses
Policy On Disruptive Behavior

Plagiarism
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

**Statement of Expectations for Student Conduct**

**Avoiding Academic Dishonesty**

**Turnitin Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click [HERE](#).

**Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**COURSE DEMO**

**GETTING STARTED**

**Tutoring**

For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

**Student Evaluation of Teaching**

The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not
tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

Refund Policy information
Please see the Ecampus website for policy information on refunds and late fees.