



**FLORIDA
ATLANTIC
UNIVERSITY**

**COURSE CHANGE REQUEST
Undergraduate Programs**

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

**Current Course
Prefix and Number** SYD 3510

Current Course Title
Environmental Sociology

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ To: _____

Change course number

From: _____ To: _____

Change credits*

From: _____ To: _____

Change grading

From: _____ To: _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course exposes students to the sociological study of the relationship between society and the environment. Students will gain an understanding of how global economic and political forces shape environmental change, how the environment is socially constructed, the connections between environment and social inequalities, and the emergence and effects of environmental movements.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year
for Changes:** Summer 2024

**Terminate course? Effective Term/Year
for Termination:**

Faculty Contact/Email/Phone Greg Lukasik/glukasik@fau.edu/561-297-3270

Approved by

Department Chair Ann Branaman
College Curriculum Chair [Signature]
College Dean _____
UUPC Chair Korey Sorge
Undergraduate Studies Dean Dan Meeroff
UFS President _____
Provost _____

Date

11/6/23
11/13/23
11/14/23
12/4/23
12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF SOCIOLOGY
SYD 3510-001 – Fully Online Course
Environmental Sociology
3 credits, CRN# 14956
Fall 2024
Dr. Greg Lukasik
Office: CU 266
Office hours via Zoom: WF12:45pm-3:30 pm
Office phone: 561-297-0815
Email: glukasik@fau.edu



Course Description

This course exposes students to the sociological study of the relationship between society and the environment. Students will gain an understanding of how global economic and political forces shape environmental change, how the environment is socially constructed, the connections between environment and social inequalities, and the emergence and effects of environmental movements.

In this course we will explore society's relationship with the natural environment. The natural environment has always played a crucial role in the existence of humans. On the most basic level, we use it to satisfy our basic needs like air, water, and food. On a more complex level, we use the natural environment for raw materials that serve as underlying components in our contemporary, advanced processes of production and consumption. While in the past, human societies that were much smaller than societies today had relatively low impact on the environment, today, due to global population explosion and the spread of contemporary, consumerist lifestyles across the globe, our impact on the environment is much greater. In this course we will examine human relationship to the natural environment, assess the level of environmental degradation, and will look at efforts to reverse environmental damage. The focus of this course will be on the relationship of the economy, culture, demographic trends, level of development, and science to the natural environment. While we look at the outwardly signs of environmental degradation caused by human activity, such as pollution, deforestation, soil erosion, climate change, etc., we will also explore the rising tide of environmental movements across the world. Finally, this course will provide students with the theoretical framework that informs sociological research regarding the relationship between humans and their natural environment.

This course is designated as Writing Across the Curriculum (WAC).

Course Delivery Method

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help.

The course is organized into modules with due dates. Each module covers a different subject. Each week we will cover roughly two modules. Modules will contain short quizzes. You will have 20 minutes to complete each quiz. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module. The final exam in the course will be conducted online via the Quizzes link on Canvas. Students will also use the Discussion link on Canvas for their Discussion Board posts. Students will be required to use Assignments link on Canvas to turn in all of their writing assignments.

Prerequisites/Corequisites

There are no prerequisites for this course.

This course counts toward the sociology major or minor.

Course Objectives/Student Learning Outcomes

The objective of this course is four-fold. 1) Students will acquire theoretical understanding of the ecological (holistic, interdependent) functioning of the natural environment that is driven by evolutionary processes taking place over long periods of time as well as processes of adaptation (or destruction) due to human activity, 2) Students will gain knowledge about serious environmental degradation that has been taking place due to human activity since the Industrial Revolution but especially since the Second World War, 3) Students will gain insight into the relationship between the economic, cultural, social, cultural, and political ideas and institutions and environmental degradation as well as how cultural and political ideas and institutions can aid in cleaning up the environment, and 4) This course will give students the theoretical and methodological skills to evaluate and explain environmental changes as they occur in contemporary world.

Upon the completion of the course students should be able to:

- 1) **Define** major concepts that reflect view of natural environment as **ecological systems**
- 2) **Describe** the major **sociological paradigms** concerning the relationship of modern human society to the natural environment.
- 3) **Identify** the main **societal sources of environmental degradation**. Specifically, the threats that human activity poses to the main **resources** on the planet: **air, water, and soil**.
- 4) **Explain** how **modern agriculture** contributes to environmental degradation and describe alternative ways to produce **food** in a more environmentally **sustainable** way.
- 5) **Understand** the human causes of **climate change** and most likely consequences of climate change.
- 6) **Explain** how the environmental problems are exacerbated by the extraction and use of **fossil fuels** and identify new ways to obtain **energy** from **renewable sources**.
- 7) **Describe** the significance of the world's **rainforests** to **biodiversity** and the maintenance of **global climates** as well as the main sources of **deforestation**.
- 8) **Describe** the role that **culture** plays with respect to the impact of human society on the environment.
- 9) **Understand** the role of **politics** in affecting the natural environment.
- 10) **Explain** how **capitalist economy** and **economic globalization** relate to environmental degradation.
- 11) **Describe** the history of the **environmental movement**.

12) **Identify** the main **ideological discourses** within the environmental movement and explain, using specific examples, how different environmental **organizations** go about fighting for their causes.

Important Disclaimer

****One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.****

My philosophy of teaching: "It is not my job to tell you what to think. It is my job to give you things to think about."

Course Evaluation Method

- 1) **Research Proposal (8%).** Students will submit a brief one-page (single space) proposal of their research that would have the rationale for pursuing the topic (scientific and/or social significance), a research question, two hypotheses with clearly identified independent and dependent variables, a preliminary literature review, and a proposed research method. Students should also include a rationale for using a specific sociological theory in their paper.
- 2) Students whose proposals received low grades (7 or lower out of 10) will be required to submit a **Revised Research Proposal**. If the revised proposal's grade is higher than the grade for the original proposal, that grade will replace the grade of the original proposal.

Important: each student is required to work on his/her proposal individually. Group proposals will NOT be accepted.

Late proposals will be accepted with a penalty of 1 point for each day the proposal is late. Students who have a valid reason (example, prolonged illness/hospitalization) who provide documentation will not be penalized for late submission.

- 3) **Research Paper (20%).** The Research paper will test your ability to utilize the conceptual knowledge as well as some of the methodological tools gained from this course in the study of an environmental issue of your choice. You will be asked to do find information about a specific issue that deals with society and the natural environment using one (or a combination of two) of the research methods of social sciences and applying one of several sociological theories discussed in

this class (or in your other sociology courses). I will post detailed guidelines for the paper in Canvas.

OR

Group Presentation (also worth **20 percent** of your grade). Students will work together in small groups of 2-4 students to complete an alternative (to a research paper) project that they must be submitted in Microsoft PowerPoint or Google Slides, or other presentation software approved by the instructor. All presentations must include a voice over narration (audio file) to accompany each slide. The presentation could be about an original (published) research dealing with a social issue that has an environmental component, or it could be based on the authors' interviews with activists of a local environmental group or local residents affected by some environmental issue, or something else that is related to the main themes covered by this course. Any creative ideas for a presentation are welcome. I will provide presentation guideline as well as the criteria for grading presentation in Canvas.

Late paper/presentation submissions will be penalized by **10 points deduction** (out of 100 points) for each day the submission is late.

OR

- 4) **Final Exam.** Students in this course will have an option to take a multiple choice final exam in place of a research paper or group presentation. The final exam will be worth **20 percent** of your grade.
- 5) **Six Q Papers (20%).** These short, **1-2 page** papers try to critically assess some of the main arguments posed by the assigned readings and videos. I will provide specific questions for you to answer in your q papers (use the **Assignments** link on Canvas to locate the questions and to submit your q paper). You must submit a copy of your Q paper electronically via the **Assignments** link in **Canvas** on or before the due date. While there will be more than 10 opportunities for a q paper, you are only required to write six q papers in total to receive full credit. This means that you can do six q papers of your choice. **No Q Papers will be accepted after the due date** (unless you missed the due date due to an unexpected event such as death in the family, or hospitalization. You must provide documentation to receive a deadline extension).

The Due Dates for each q paper are posted on this syllabus and also on Canvas (accessed via the **Assignments** link).

- 6) **Four Discussion Boards (16%).** You will have a choice of completing four out of five discussion boards. You will be asked to post an original submission (minimum 300 words) to the discussion board and reply to at least two other students' posts with a substantive response (minimum 150 words). A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. Full sentences, proper spelling, source citations, etc., are expected. Ensure that postings contain detailed responses to each question, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize, cite references). For maximum points, your post must be supported by evidence from outside sources, and it must contain properly formatted (ASA format) references. All original posts for each module discussion board must be submitted by **11:59pm, EST, on Thursday. Responses to peers are due**

at 11:59pm, EST, on Sunday. Late discussion posts will be accepted only under extraordinary circumstances (for example, prolonged and **documented** illness/hospitalization).

- 7) **Quizzes (27%).** There will be **10** quizzes based on the lectures, videos, and assigned readings. You will use the Quizzes link on Canvas to complete the quizzes. Students who can document that they cannot take a quiz at the scheduled date and/or time due to time conflict (work, travel, etc.) or students who missed the quiz due to documented illness/hospitalization will have their quizzes scheduled at a different date and/or time. The quiz with the lowest grade will be dropped.
- 8) **Student Introduction and Syllabus Quiz (4%).** Students will be asked to post a short 2-5 minutes long video introduction telling something about themselves (3 things that I like and anything else they want to share with the class) and take a short quiz on the content of the syllabus.
- 9) **Freebie (5%).** You do not have to do anything for this part of your grade. I am giving you a freebie **5%** toward your final course grade. Please note that because of this freebie there will be no extra credit opportunities during the semester.

Course Grading Scale

I will **NOT** offer extra credit work. I calculate course grades on a 100-point scale. These grades translate to the following letter scale:

93% - 100% = A	77 - 79 = C+	60 - 62 = D-
90 - 92 = A-	73 - 76 = C	Below 60% = F
87 - 89 = B+	70 - 72 = C-	
83 - 86 = B	67 - 69 = D+	
80 - 82 = B-	63 - 66 = D	

Change of Grade

Please note that after the semester is over, a grade change will be performed only under extraordinary circumstances (clerical error, documentation of hospitalization, etc.). So please be sure to discuss with me any issues relevant to your course grade, such as absences, **before** the end of the semester. Thank you for your cooperation in this matter.

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Make up assignments (quizzes, discussion board posts, papers) are allowed only for students who miss the deadline for any of these assignments due to valid reasons (hospitalization, university sponsored events, death in the family, etc.). Students must provide documentation to be allowed to make up an assignment. Students will not be penalized for absences due to participation in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors will allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation will be made for students participating in religious observance. Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Special Course Requirements

None

GTA Information

There is no GTA assigned to this course.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

University Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as

part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

University Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Examples of academic dishonesty include, but are not limited to, the following:

(A) Cheating

- i. The unauthorized use of notes, books, electronic devices or other study aids while taking an examination or working on an assignment.
- ii. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
- iii. Having someone take an exam or complete an assignment in one's place.
- iv. Securing an exam, receiving an unauthorized copy of an exam or sharing a copy of an exam.

(B) Plagiarism

- i. The presentation of words from any other source or another person as one's own without proper quotation and citation.
- ii. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
- iii. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

- i. Falsifying or inventing information, data or citations.
- ii. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
- iii. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
- iv. Any other form of academic cheating, plagiarism or dishonesty.

Required Texts/Readings

Harper, Charles L. 2017. Environment and Society. Human Perspectives on Environmental Issues. Sixth Edition. New York: Routledge

Supplementary/Recommended Readings

Links to Additional Readings are located in individual modules on **Canvas**. To access some of the readings, students may be asked to use their FAUNET ID.

Course Topical Outline

Abbreviations:

DB = Discussion Board

QP = Q paper

Module Week	Date	Topic	Reading Assignment
1	Aug.21-27	Environment and Human Systems Videos: “Colorado Experience: The Dust Bowl.” “Love thy Nature.” Recommended: “Lessons from the Dust Bowl with Ken Burns QP due Aug.27	Harper ch.1, Course Library (CL):
2	Aug.28-Sep.3	Environment and Human Systems cont. QP, Quiz 1 due Sep.3	Catton and Dunlap, pp.41-49; Sutton, pp.26-36
3	Sep.4-10	Research Methods and Steps Quiz 2 due Sep.10	
4	Sep.11-17	Humans and the Resources of the Earth Videos: “Living without Water,” “Which countries are fighting over Water,” “Africa’ Water War,” “Farmers and Fishermen Fight over Water in California” Research Proposal Due Sep.17 QP due; DB1 due Sep.17	Harper ch.2 CL: Brown, pp.45-71
5	Sep.18-24	Humans and the Resources of the Earth Part 2 Videos: “Chai Jing’s review: Under the Dome,” “Green Warriors Indonesia,” “Drowning in Plastic” QP, Quiz 3 Due Sep.24	
6	Sep.25-Oct.1	Climate Change, Science, and Risk Videos: “An Inconvenient Truth,” “Chasing Coral” “Kiss the Ground” Quiz 4, DB2, QP due Oct.1	Harper ch.3 CL: Ozawa, pp.219-231
7	Oct.2-8	Energy and Society Video: “Who Killed the Electric Car?” Quiz 5, QP due Oct.8	Harper ch.4 CL: Brown, pp.36-44; Abrahamse and Steg, pp.30-40
8	Oct.9-15	Population, Environment, and Food Video: TBA Quiz 6 due Oct.15	Harper ch.5 CL: Brown, pp.1-14 and pp.36-44; Ickowitz, et al. pp.287-294
9	Oct.16-22	(ch.1-4, library readings) Sustainable Agricultural Model Videos: “Fresh,” “The Biggest Little Farm,” “King Corn” QP, DB3, Revised Prop. Due Oct.22	TBA
10	Oct.23-29	Globalization, Inequality, sustainability	Harper ch.6; CL: Foster, pp.25-37

		Video: "True Cost" Quiz 7, QP due Oct.29	Recommended: Shiva, p.465-473
11	Oct.30- Nov.5	Transforming Structures: Markets and Politics; Video: "Corporation," "Tapped" DB4, QP due Nov.5	Harper ch.7; CL: Markowitz and Rosner, p.159-172 Olin Wright and Rogers, p.69-84
12	Nov.6-12	Transforming Structures continued Video: "The Last Mountain" QP, Quiz 8 due Nov.12	CL: Recommended: Fox, pp.153-16
13	Nov.13-19	Culture, Media, and Environment Video: "Affluenza" Quiz 9, DB5, QP due Nov.19	CL: Recommended: Leonard et al. p 632; Van Petegen and Blicek, pp.625-635
14	Nov.20-26	Environmentalism: Ideology and Action Video: "Last Mountain" QP due Nov.26	Harper ch.8 CL: Evans, p.444-450; Weston, pp.163-179;
15	Nov.27- Dec.3	Environmentalism continued Video: "Earth First!" QP, Research Paper/ Group Presentation, Quiz 10 due Dec.3	CL: Recommended: Gomez et al. 189-214; Esteva and Prakash, p.451- 459
16	Dec.4-6	Reading Days = No class	TBA
17	Dec.11	Final Exam	

IMPORTANT: Click on the "**Assignments**" link on Canvas to view the exact due dates of all graded assignments in the course.

Religious Accommodations

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs.

Missing Test Scores

Students are responsible for checking whether all tests scores have been posted on Canvas. Students who have taken all tests but whose test score have not been posted in blackboard must inform the instructor about such occurrences immediately so an appropriate action can be taken (locating the missing grade, scheduling a make up test, etc.). Failure to report a missing grade may result in a lower grade or even a grade of F for the semester.

* * *

The instructor reserves the right to adjust this syllabus as necessary.