

**CLASS AND INSTRUCTOR INFORMATION**

<p><b>Section / Meeting days and times:</b>  <b>Section 1 /</b>  <b>Tuesdays and Thursdays 8-9:15AM</b></p>	<p><b>Instructor title and name:</b>                  Jimiliz Valiente-Neighbours, Ph.D.  <b>Dr. Jimi or Prof. Jimi</b></p> <hr/> <p><b>Phone:</b> 619-849-3001</p>
<p><b>Meeting location: Rohr Hall 112</b></p>	<p><b>E-mail: <a href="mailto:jvalient@pointloma.edu">jvalient@pointloma.edu</a></b></p>
<p><b>FINAL Schedule:</b>  <b>December 14, 2018</b>  <b>Thursday, 7:30-10AM</b></p>	<p><b>Office location and hours:</b>  <b>Rohr Hall 106</b>  <b>Tuesdays 9:30AM-2:30PM</b>  <b>Thursdays 9:30AM-2:30PM and by appointment</b></p>

**PLNU MISSION**

*To Teach, To Shape, To Send*

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundation, truth is pursued, and holiness is a way of life.

**PLNU STUDENT OUTCOME**

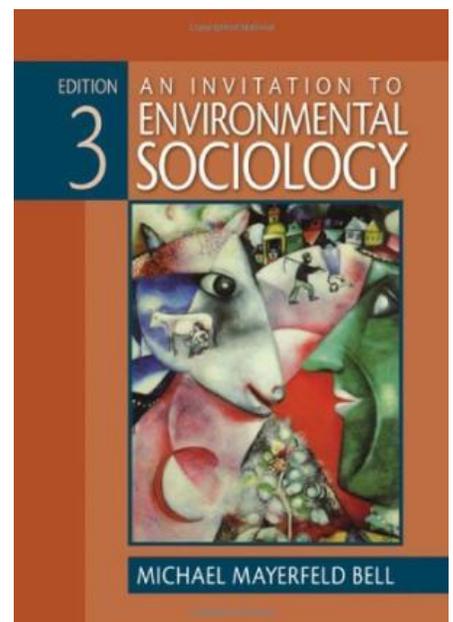
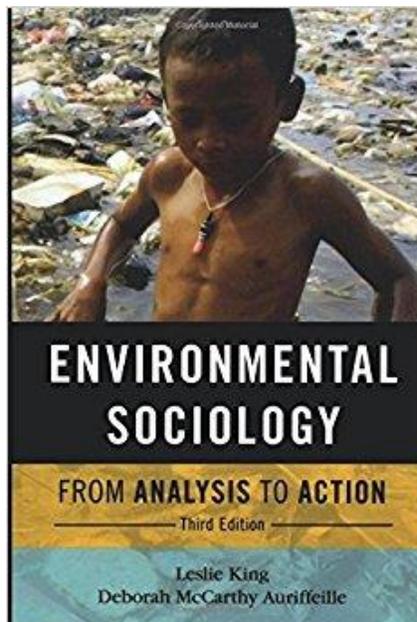
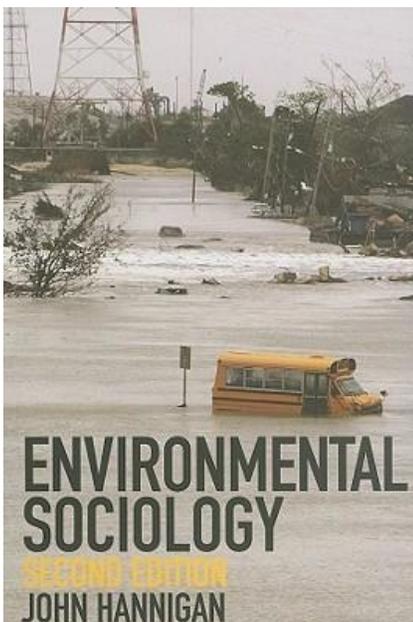
*To Learn, To Grow, To Serve*

**DEPARTMENT MISSION STATEMENT**

*Sociology, Social Work, and Family Sciences*

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

**IMAGES FOR REFLECTION**



## QUOTES FOR REFLECTION

“We have lived our lives by the assumption that what was good for us would be good for the world. We have been wrong. We must change our lives so that it will be possible to live by the contrary assumption, that what is good for the world will be good for us. And that requires that we make the effort to know the world and learn what is good for it.”  
 –Wendell Berry, American writer, environmental activist, and farmer

“We are a part of everything that is beneath us, above us, and around us. Our past is our present, our present is our future, and our future is seven generations past and present.”  
 –Winona LaDuke, American writer, environmental activist, and economist

## WELCOME AND COURSE DESCRIPTION

First of all, welcome to Environmental Sociology! During our semester together, we will study the relationship between human societies and ecosystems. Both Wendell Berry and Winona LaDuke, in their work as a farmer and a rural economist respectively, point to how we are all interconnected: the daily choices we make about the most mundane things have an impact not only on the environment but also people “downstream” (in the language of fishing) or even “seven generations” after us (in the language of Native Americans). It matters then for us to look at the world and broaden our attention in many ways—that’s the strength of the sociological perspective. Sociologists study and analyze not only, for example, how individuals define “nature” and “sustainability,” but we also look at how institutions such as the market and the government work together or against each other that impact communities, both the physical location of where we live and also with whom.

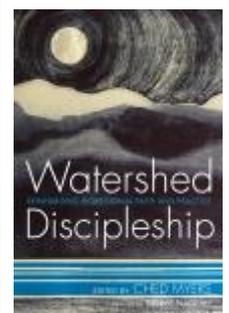
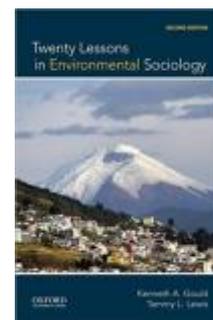
Environmental Sociology covers a broad array of topics: from deforestation to global warming, from public opinion to population patterns, from technology to sustainability, from (green) capitalism to environmental justice, from globalization and international development to social movements. This means that any background you bring to our class will enrich your individual as well as our collective experience and learning. Our diversity and interdisciplinarity will be strengths in this class!

One of your **REQUIRED TEXTS** is *Twenty Lessons in Environmental Sociology, 3<sup>rd</sup> Edition* (2014) by Kenneth A. Gould and Tammy L. Lewis. This text demonstrates the breadth of Environmental Sociology in a digestible and engaging manner. Instead of a paper written by academics for other academics, each chapter is written as “lesson” that makes the topic easier for students to understand. We will read each assigned chapter while keeping an eye on these four “broad” topics: Food, Commodity Chains and Waste, Climate Change, and Water (see course schedule). Your second required text is *Watershed Discipleship: Reinhabiting Bioregional Faith and Practice* (2016), a book that was just published last year and compiled by one of my dear friends and spiritual mentors Ched Myers. Ched and his wife Elaine Enns will be joining us in November to present their work at PLNU, in our class and also during Chapel, a Theology Panel, and a Brewed Awakening.

There will also be a few select articles and/or chapters, available as PDFs on Canvas, to help further illustrate and illuminate course concepts. It is **crucial** that students complete these readings before class meetings! Our class is structured in a way that while I will provide a brief lecture to review or give an overview of our readings, we will mostly have group work and discussions. In some cases, we will view films/documentaries and/or have guest lectures. In all cases, the key is to be prepared and be active in our learning process.

1. Gould, Kenneth A. and Tammy L. Lewis, eds. 2014. *Twenty Lessons in Environmental Sociology*, 2<sup>nd</sup> edition. New York, NY: Oxford University Press, Inc. **ISBN-10:** 0199325928 **ISBN-13:** 9780199325924

2. Myers, Ched, ed. 2016. *Watershed Discipleship: Reinhabiting Bioregional Faith and Practice*. Eugene, OR: Cascade Books.



Teaching Environmental Sociology has been a prayer in my heart for many years, and I am excited to share this semester with you. Upon completion of this course, my prayer is also that students will be able to<sup>1</sup>:

- Identify and critique various social structures, particularly those resulting in inequality and injustice.
- Evaluate and apply social science data to inform decisions in everyday life.
- Describe and exemplify the relationship between our Christian faith and human actions.
- Apply service-minded sociological concepts to specific need areas in our communities.
- Demonstrate an understanding of the complex issues faced by diverse groups in global contexts and across cultures.

This class meets the PLNU **CREDIT HOUR POLICY** for a 3-unit class delivered over 15 weeks. I hope that your learning continues beyond this class, so on top of the **COURSE LEARNING OUTCOMES** listed above, please let me know of other spiritual, service-oriented, or career-oriented goals you may have that you hope to work toward, and we can have a conversation about how you hope this class can be helpful for you.

### **ASSIGNMENT DESCRIPTIONS**

I take both your spiritual growth and academic learning very seriously, not just for your sake as individuals but also so that you can be the best version of yourself in service for the world that God loves so much. I hope you do the same. I have carefully considered the readings and assignments for this course toward your growth.

When you read, I encourage you to take note of what new concepts you are learning and what questions they bring to mind. While I will not ask you to turn these in every day, the course builds on top of the foundational key concepts and significant debates/conversations in the field. Use these notes to prepare for your midterm, so that you do not wait until the week/day before to study. Your midterm is worth 20% of your total grade. You will also have homework and group work in class that will be worth 30% of your total grade. This means that attendance and preparedness count!

To show that you are reflecting on the readings and making connections in your life and in the lives of others, there will be four two-page, single-spaced papers due on Canvas, spaced at least a couple of weeks apart, based on prompts I will provide. These prompts will be based on the key topics we are covering, including Environmental Sociology theories, and specifically on Food and Water. These papers are worth 25% altogether.

Finally, you will be responsible for your “final” that is worth 25% of your grade, 5% of which go towards your proposal due earlier in the semester. I put quotation marks around the word final because you have the opportunity to choose what your final grade will be based on! This can be a research project proposal (including a literature review and methods), or even a full-on research project you would like to carry out during the semester (see me about this sooner rather than later). I highly encourage you to select something that matches your own field/major/discipline: green capitalism or green development, sustainable cities, intersections of theology and environmentalism, etc. You can also create a product, whether a set of learning and teaching materials: books with illustrations for kids or adults, videos to share online, a business plan that prioritizes triple bottom lines (profit, people, and place), or a proposal for an art exhibit. The key for the final project is to utilize our course concepts to demonstrate deep and engaged learning of Environmental Sociology!

<b>ASSIGNMENT VALUES</b>	
Midterm	20%
Homework/classwork/quizzes	30%
Papers	25%
Final Project	25%

<b>GRADE SCALE</b>	
A = 93-100	C = 73-76
A = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B = 80-82	D- = 60-62
C+ = 77-79	F = 0-59

<sup>1</sup> Respectively, EP 2.1.4 (1), EP 21.6 (2), EP 2.1.1 (1, 2), EP 2.1.7 (2), and EP 2.1.4 (1).

Be mindful of assignment deadlines! All assignments are to be submitted when they are due. There will be no opportunities for make-up for missed in-class assignments or classwork, unless students have documented medical emergencies. Keep in mind the following **LATE ASSIGNMENTS** penalties:

After class	-5% of total grade earned	5-6 days late	-20% of total grade earned
1-2 days late	-10% of total grade earned	7 days late	-30% of total grade earned
3-4 days late	-15% of total grade earned	>7 days late	Not Accepted

Students with documentation for medical emergencies will need to discuss with me their revised deadlines. I also understand that sometimes students have to reprioritize due to things beyond their control. If this happens to you, please include a note with your late submission and we can deal with this on a case-by-case basis.

I welcome diverse learning abilities and styles in our class. Please contact Nichole Hope-Moore at PLNU's Disability Resource Center (DRC) if you are qualified to register or are curious about **ACADEMIC ACCOMMODATIONS**. Her number is (619) 849-2486 and e-mail address is [DRC@pointloma.edu](mailto:DRC@pointloma.edu). Visit the website for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of the semester about how I may help provide the necessary accommodations.

Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement! Per **PLNU ATTENDANCE AND PARTICIPATION POLICY**, student absences for more than 10% of our class meetings may lead to a written report which may result in de-enrollment. If the absences or tardiness exceed 20%, the student may be de-enrolled without notice until the university drop date, or after that date, receive the appropriate grade for their work and participation. The **FINAL EXAMINATION POLICY** states that successful completion of this class requires attending the final meeting on its scheduled day: **December 14, 2017, 7:30-10AM**. Faculty members are not able to approve requests for early examinations or alternative days, or accept late finals. Plan your schedules accordingly!

Consider this syllabus not as a contract but as a **covenant** among all of us. Let us create and nurture an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones. Toward this end, let's keep in mind the following: **RESPECT**. Respect for others is a basic element of Christian character. All discourse will be conducted in a responsible, humble, and gracious manner. What does this look like? How do we embody it?

- **Use inclusive language.** Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- **Give your full attention to the faculty and to your peers.** Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us re/consider how we act and interact in class. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session. If your laptop receives notifications, turn these off.
- **Come to class on time, participate actively, and do not pack your materials before dismissal.** Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.
- **Be honest with your work.** Do original work and give appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Per **PLNU ACADEMIC POLICY**, faculty can assign a failing grade for that assignment/examination or for the course.
- **Say "I'm sorry for my mistake. Please teach me."** God created us to be interdependent beings—we cannot live alone and we grow to be "more perfect in God" when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns, please feel free to contact me by e-mail or simply visit me during my office hours. I look forward to building this learning community with you!