This course is a popular course for graduate students studying environmental social science and a suggested elective for upper-level EEDS students in the community development specialization. This specialization helps students, “develop a conceptual understanding of community, development and the environment and acquire the skills needed to implement positive social, economic and environmental change.”

To achieve these goals I have developed this syllabus using a backward design process which means I lay out what skills and information I want each of you to leave the class with. I developed these by examining other syllabi in the field of environmental demography as well as examining surveys of employers and international standards for environmental education. The goals I have set for us as a class are as follows:

- Understanding and planning effective citizen engagement.
- Proficiency with Geographic Information Systems (GIS) software and spatial data.
- Experience with systems thinking.
- Graduate students: mentorship
- Undergraduate students: working in teams

April 20th, 2020 is the 50th anniversary of Earth Day. This gives us a unique opportunity to know there will be media attention given to environmental issues. People will be asking what has changed and what hasn’t changed over these 50 years and most importantly WHY. I want you to be there to provide answers to these questions. This will put you in discussions that are important to have in our community and arm you with the facts in order to provide thoughtful responses. The assignments I have chosen for you to demonstrate to me that you have reached the above goals are tailored to address this overreaching goal. They break down as follows:

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Evaluation Item</th>
<th>Points</th>
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<tbody>
<tr>
<td></td>
<td>Participation &amp; Discussion Leader</td>
<td>30</td>
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<tr>
<td></td>
<td>Summaries (undergrads)/Critiques (graduates)</td>
<td>50</td>
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<tr>
<td>Feb 4</td>
<td>GIS Map</td>
<td>20</td>
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<tr>
<td>Feb 20</td>
<td>Systems Map</td>
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<td>Systems &amp; Solutions Presentation</td>
<td>30</td>
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<td>Apr 23</td>
<td>Final Project Undergraduates Memorandum or Campaign and Letter</td>
<td>50</td>
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<td>Apr 23</td>
<td>Final Project Graduates Draft of Research Thesis</td>
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<td>Apr 23</td>
<td>Undergraduates teamwork for final project</td>
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<td>Apr 23</td>
<td>Graduate mentorship for final project</td>
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<td><strong>Total</strong></td>
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There are 30 readings in this class you can submit summaries/critiques for. Your 5 lowest grades will be dropped.

OBJECTIVES:

- Demonstrate mastery of subject area & ability to apply it
- Write concisely

EXPECTATIONS:

- Undergraduate students will submit summaries, which should be roughly one paragraph for each readings which will summarizing the main points of the articles:
  - What are the outcome and influencing factors
  - How were these factors operationalized? (i.e. what variables did they use?)
  - Time scale examined
  - What year(s) did the data (qualitative or quantitative) get collected?
  - Spatial scale
    - where did this happen
  - What did they find and what did they say were their conclusions about these results
- Graduate students will submit critiques-the main points of the article with the assumptions, framing, methods and conclusions critically evaluated.
- All summaries and critiques should be less than 2 pages long (points will be taken away if more than that is written).
- A hard copy should be turned in the day of class. There are 30 readings which you can to turn in a summary/critique. Your 5 lowest grades will be dropped.

DISCUSSION LEADER & PARTICIPATION (15 POINTS)

OBJECTIVES:

- Communicate ideas
- Effectively make and defend an argument
- Work in a team

EXPECTATIONS:

- You will participate in class discussions
  - Please submit written questions to the discussion leaders
- You will choose a day to lead the discussion in class over the readings
**COURSE SCHEDULE:**
The day of the week, date and general times of activities and assignments are noted below. We will discuss this schedule in class the first week. At that time you are welcome to make suggested changes to the class schedule which the class can take a vote on to accept or reject.

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<tr>
<th>DATE</th>
<th>T 7-Jan</th>
<th>R 9-Jan</th>
<th>R 16-Jan</th>
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<tbody>
<tr>
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<td>Introductions</td>
<td>Human Ecology - Social Problems</td>
<td>Environmental Demography</td>
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<td>Environmental Demography</td>
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<th>R 30-Jan</th>
<th>T 4-Feb</th>
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<tr>
<td></td>
<td>Environmental Demography &amp; History of US</td>
<td>Race the Power of an Illusion-MOVIE</td>
<td>GIS lab room 114</td>
<td>GIS lab room 114</td>
<td>Environmental Justice</td>
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<td></td>
<td>Neighborhood Effects</td>
<td>Unequal Causes- MOVIE</td>
<td>Social Change</td>
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- TBD
T 18-Feb  Systems Analysis
TBD

R 20-Feb  Social Capital

☐ Selections from Putnam

T 25-Feb  Place Attachment-Amenity Development


R 27-Feb  Banksy Does New York- MOVIE

T 3-Mar  Climate Change Countermovement

☐ Robert J. Antonio and Robert J. Brulle THE UNBEARABLE LIGHTNESS OF POLITICS: Climate Change Denial and Political Polarization The Sociological Quarterly 52

R 5-Mar  Environment Concern & Skepticism


T 10-Mar  Spring Break

R 12-Mar

T 17-Mar  Presentations

R 19-Mar  Presentations

T 24-Mar  Presentations

R 26-Mar  Presentations

T 31-Mar  Presentations

R 2-Apr  Religion & the Environment

☐ TBD

T 7-Apr  Food Insecurity

☐ Ivan Illich "To Hell With Good Intentions" http://www.swaraj.org/shikshantar/illich_hell.htm

R 9-Apr  Trip to Franklinton Farms

T 14-Apr  No class work on projects

R 16-Apr  No class work on projects

R 23-Apr  FINAL PROJECT DUE DAY OF FINAL EXAM ONLINE