

**Introduction to Community and Environmental Sociology**  
**Soc 140, CESoc 140**  
**Fall 2015**

Class meetings: Mondays and Wednesdays, 2:30-3:45 p.m.

Class location: Social Sciences Building, Room 6102

Instructor: Matthew Kearney

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Office: Social Sciences Building, Room 3455

Office hours: Mondays 4-6 p.m.

**Overview**

In essence, this course asks three questions:

What is the state of the world?

Why is it that way?

What can be done about it?

These are huge questions, and they demand complex answers. You will encounter some building blocks for constructing your own answers in the course of this semester.

To help us get started, we will be breaking these up into component sub-questions, and sometimes sub-sub-questions, etc. until we have lots of little parts going on. Sometimes we will be talking about macro-structural, big-picture things. Sometimes we will be talking about relatively small-scale, specific, local things. One of the fundamental characteristics of sociological analysis is to think about both the specific local problem and the bigger, global picture at the same time. The trick is to analyze local components while holding their global context in mind.

The answers to the little questions help us either verify or call into question our bigger theories, even as the bigger theories help us clarify what is really going on with whatever local situation interests us. When we are going back and forth from the big picture to the local picture in this way, and doing it well, then we are doing sociology.

This course makes a broad argument, along with a series of sub-points, about the answers to our three big questions. You are not required to agree with the points made, but you are required to work hard to understand them. Insofar as you disagree, use evidence and reason to support your views.

In this course you will learn how to construct theoretical arguments about empirical material. The empirical material on which we will focus concerns the foundations of community flourishing and environmental sustainability.

**Attendance Policy**

Attendance is required. To allow for personal difficulties, you are allowed one unexcused absence without penalty. Each additional unexcused absence will take one point off your

final grade. Note that a substantial number of unexcused absences leads to a large grade penalty. To get an absence excused, notify me by e-mail before class begins why you are unable to come. Legitimate reasons include illness worse than a cold, being in serious pain, a plane that was supposed to arrive in plenty of time but is delayed, etc. If you are in the rare situation of having a genuine emergency, just inform me when you can and I will retroactively excuse your absence. If your illness is so bad that you are physically unable to type an e-mail before class time, this counts as an emergency. If you have a lot of emergencies in the course of a semester, I reserve the right to start asking for notes from clinicians or other authorities.

### **Accommodations (aka no grading penalty)**

This class will provide accommodations for religious observances. If there are dates during this semester for which you will require accommodation, e-mail these dates to the instructor by the second week of class (by September 18).

If you are a varsity athlete, a member of the marching band, or a member of some other university-sponsored group whose activities require travel, and you have unavoidable travel obligations that conflict with class meeting times, provide the instructor a copy of all the dates for which you will be absent by the second week of class (by September 18).

This class will provide accommodations for any disabilities acknowledged by the University of Wisconsin-McBurney Disability Resource Center. If you have a McBurney visa, provide a copy of it to the instructor by the second week of class (by September 18).

### **Comment on Plagiarism**

A clear definition of plagiarism as well as information about disciplinary sanctions for academic misconduct may be found at the Dean of Students web site:  
[www.wisc.edu/students/saja/misconduct/UWS14.html](http://www.wisc.edu/students/saja/misconduct/UWS14.html)

To plagiarize is to lie and to cheat. When you represent someone else's work as your own, you steal from the person who actually did the work. This harms the victim on a deeper level than stealing their material possessions, especially if that person is a professional scholar. You have not only taken away part of their livelihood – on some level you have taken a part of their mind and pretended it was yours. This is a deeply nasty thing to do. But it gets worse, because beyond even that, to plagiarize is to violate the basic values of the academic enterprise we are here for. Ultimately, we are pursuing knowledge. At the undergraduate level, this typically means improving our minds so we may more effectively and accurately understand the world. Courses and the assignments in them are supposed to be exercises toward this end. To blow them off by cheating is to discard the larger pursuit of knowledge that you signed up for when you went to college. If I believe you have plagiarized an assignment, I will use every resource I possibly can to seek the severest punishment. Believe me, you will wish you had turned in something sub-par instead.

### **Grading**

University of Wisconsin-Madison Grading Standards:

A	Excellent	93-100
AB	Very Good	86-93
B	Good	80-86
BC	Moderately Good	75-80
C	Fair	70-74
D	Poor	60-69
F	Failure	<60

Class Participation 5%

Weekly Reading Responses 35% (i.e. 2.5% for each week)

Short Paper 15%

Fieldwork Prospectus 5%

Fieldwork Paper 30%

Peer Critiques of Fieldwork paper 10%

Now for the fun stuff.

### **Book to Acquire**

These books are available for purchase at the Rainbow Bookstore Cooperative, 426 West Gilman Street, but you are not required to purchase them there. All other required readings are available online through learn@UW.

*Upside Down: A Primer for the Looking-Glass World* by Eduardo Galeano, translated by Mark Fried

*Introduction to Modern Climate Change* by Andrew E. Dessler

*Manifesto of the Communist Party* by Karl Marx and Frederick Engels. There are a great many editions. In-class page references will be to the Verso edition available at Rainbow. If you are buying or downloading this from anywhere else, be sure it is a complete edition and not an excerpt.

*Understanding the Social Economy: A Canadian Perspective* by Jack Quarter, Laurie Mook, and Ann Armstrong

### **Assignments**

*Class Participation:* Occasional questions and comments in class pertaining to the assigned readings, comments of classmates, or comments of the instructor are expected.

*Weekly Reading Responses.* You will write a one page reaction to the readings assigned for that week of class. Knowing that you will be writing a response will force you to take the readings seriously and to think for yourself about the topics they address. Each week I will either give you specific guidance on how to write that week's response, *or* I will invite you to write about whatever you find striking. Three times during the semester, I will formally grade the responses and write detailed comments on them. Use these comments as a guideline for improving your writing; they indicate how I will read and

grade your other written assignments, especially your final papers. In non-graded weeks, I will merely check for sincerity and thoughtfulness, although I reserve the right to give partial credit if I think you are on the borderline in this regard, and to give no credit if you are way off topic. At the end of the semester, half of your weekly reading responses grade will be the average of your three graded responses, and the other half will be the average of your non-graded responses (which will be as high as 100 if you have done a sincere job on all of them). Reading responses are due by e-mail every Wednesday before the beginning of class, i.e. 2:30 p.m.

*Short paper:* I will ask you a moderately complicated question about the interrelationship between society and the environment, and you will write an essay drawing on the assigned readings (and whatever other material you find relevant) to answer it. 3-4 pages.

*Fieldwork Prospectus:* You will propose some social or environmental effort – probably either a formal organization or informal association – that you will investigate. Explain how your topic relates to the class material and what sort of fieldwork you will do to gather information about it. For purposes of this assignment, ‘fieldwork’ is defined broadly. We will discuss in detail the many forms this assignment might take, and the instructor will suggest plenty of sample fieldwork projects. Approximately 2 pages.

*Fieldwork Paper:* Actually carry out your proposed study, then write up what you did and what you found out in an organized essay. This will be due at the end of the semester, and will count as your final exam. 7-9 pages.

*Peer Critiques of Fieldwork Papers:* You will read drafts of the fieldwork papers of approximately five other students, and discuss each of them as a group while other students listen. The instructor will provide orientation to appropriate forms of participation in discussion. The immediate goal is for you to receive constructive criticism that will improve your final draft. You will write one-page critiques of each of your group members, and give one copy to the author of the paper and one to the instructor. The broader goal is to socialize students into peer interaction around their own academic work. Except to keep discussions on track and within necessary time limits, the instructor will participate as little as possible. This will take place during the final two weeks of class.

### **Note on the readings**

The order of the readings is deliberate, of course, even though we sometimes move back and forth between topics. It would be convenient to take the three core questions listed at the beginning of this syllabus in order. Unfortunately, neither life in general nor the semester’s schedule will permit this. The first reason for the order is that, inevitably, as we go through life, we are working on all three levels of analysis at the same time, and we have to learn to hold them in our heads simultaneously. The second reason is that we have to get some case studies under our belt early in the semester in order to enable you to begin work on your fieldwork paper before the semester is halfway through. The third reason is to break up the occasional tedium of the Quarter, Mook, and Armstrong book.

### **Approximate class schedule**

Exact per class reading assignments will depend on the progress of class discussion and will be announced in class. There is no class on September 7, which is Labor Day. There is no class on November 25, which is the day before Thanksgiving.

Week one: September 9

- Course syllabus (this document)
- *Upside Down* by Eduardo Galeano, from ‘Ladies and Gentlemen, Come On In!’ (page –2, by the pagination) until page 130

Optional Supplementary Reading:

- *American Society: How It Really Works* by Erik Olin Wright and Joel Rogers, pages 1-123
- *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy* by William Julius Wilson
- *The Souls of Black Folk* by W.E.B. DuBois

Week two: September 14 & 16

- *Understanding the Social Economy* by Quarter, Mook, and Armstrong, pages vii-xi and 3-40, 75-79, 165-173, and 207-209.
- *Upside Down* by Eduardo Galeano, pages 131-229

Optional Supplementary Reading:

- *Open Veins of Latin America* by Eduardo Galeano
- *Backlash: The Undeclared War Against American Women* by Susan Faludi
- *American Society: How It Really Works* by Erik Olin Wright and Joel Rogers, pages 181-475

Week three: September 21 & 23

- *Introduction to Modern Climate Change* by Andrew Dessler, pages 1-33
- *Eaarth* by Bill McKibben, pages 1-46
- *An Inconvenient Truth* directed by Davis Guggenheim (documentary film)

Note: Rahul Mahajan, who teaches the other section of 140, will be leading our class meetings on the subject of climate change.

Optional Supplementary Reading:

- *Eaarth* by Bill McKibben, pages 47-150
- “Capitalism vs. the Climate” by Naomi Klein, in *The Nation* (November 9, 2011)
- *Laudato Si* Encyclical by Pope Francis (available at [http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si\\_en.pdf](http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf)).

Week four: September 28 & 30

- *Introduction to Modern Climate Change* by Andrew Dessler, pages 34-47 and 62-117

Optional Supplementary Reading:

- *Eaarth* by Bill McKibben, pages 151-219
- *Introduction to Modern Climate Change* by Andrew Dessler, pages 48-61 and 153-164
- *Disruption* directed by Kelly Nyks and Jared P. Scott (documentary film, available at [www.youtube.com/watch?v=ktgEzXZDtmc](http://www.youtube.com/watch?v=ktgEzXZDtmc))

Week five: October 5 & 7

- *Introduction to Modern Climate Change* by Andrew Dessler, pages 118-152 and 165-215

Optional Supplementary Reading:

- *Introduction to Modern Climate Change* by Andrew Dessler, pages 216-229
- *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy* by J. Timmons Roberts and Bradley C. Parks, especially chapter 1
- “Global Warming’s Terrifying New Math” by Bill McKibben, in *Rolling Stone* (July 19, 2012)

Week six: October 12 & 14

- *Upside Down* by Eduardo Galeano, pages 230-303
- “Conflicting notions of research ethics: The mutually challenging traditions of social scientists and medical researchers” by Klaus Hoeyer, Lisa Dahlager and Niels Lynøe

Optional Supplementary Reading:

- *Writing Ethnographic Fieldnotes* by Emerson, Fretz, and Shaw, pages 1-16 and 66-216
- American Sociological Association Code of Ethics (available online at [www.asanet.org/images/asa/docs/pdf/CodeofEthics.pdf](http://www.asanet.org/images/asa/docs/pdf/CodeofEthics.pdf))
- “Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics” by Christine Halse and Anne Honey

*Research Prospectus due*

Week seven: October 19 & 21

- *Upside Down* by Eduardo Galeano, pages 304-337
- Preface to the English Edition (1888) of the *Manifesto of the Communist Party* by Frederick Engels
- *Manifesto of the Communist Party* by Karl Marx and Frederick Engels
- Preface to the Polish Edition (1892) of the *Manifesto of the Communist Party* by Frederick Engels

Optional Supplementary Reading:

- “Value, Price, and Profit” by Karl Marx
- *Socialism: Utopian and Scientific* by Frederick Engels
- *The State and Revolution* by Vladimir Lenin

Week eight: October 26 & 28

- “Transforming Capitalism Through Real Utopias” by Erik Olin Wright
- *Understanding the Social Economy* by Quarter, Mook, and Armstrong, pages 41-74 and 80-106
- “Environmental Justice” by Paul Mohai, David Peller, and J. Timmons Roberts
- “The Economic Injustice of Plastic” by Van Jones (video of a talk, available at [www.ted.com/talks/van\\_jones\\_the\\_economic\\_injustice\\_of\\_plastic](http://www.ted.com/talks/van_jones_the_economic_injustice_of_plastic))

Optional Supplementary Reading:

- *Envisioning Real Utopias* by Erik Olin Wright
- *Gender Equality: Transforming Family Divisions of Labor* by Janet Gornick and Marcia Meyers
- *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance* by Archon Fung and Erik Olin Wright

*Short Paper Due*

Week nine: November 2 & 4

- “Community Health Centers: Health Care as an Instrument of Social Change” by Jack Geiger
- “Race and Health Care – An American Dilemma?” by Jack Geiger
- *Improving Quality and Reducing Disparities in Breast Cancer Mortality in Metropolitan Chicago* by the Metro Chicago Breast Cancer Task Force, pages ix-17 (this is the executive summary, introduction, and recommendations)
- “Using Public-Private Partnerships to Mitigate Disparities in Access to Genetic Services: Lessons from Wisconsin” by Laura Senier, Matthew Kearney, and Jason Orne

Optional Supplementary Reading:

- *American Society: How It Really Works* by Erik Olin Wright and Joel Rogers, pages 124-179
- “Community-Oriented Primary Care: A Path to Community Development” by Jack Geiger
- *Improving Quality and Reducing Disparities in Breast Cancer Mortality in Metropolitan Chicago* by the Metro Chicago Breast Cancer Task Force, pages 19-86

Week ten: November 9 & 11

- *Understanding the Social Economy* by Quarter, Mook, and Armstrong, pages 107-165

Optional Supplementary Reading:

- “Locating the Social Economy” by Ash Amin, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin
- “Building Community-Based Social Enterprises in the Philippines: Diverse Development Pathways” by The Community Economies Collective and Katherine Gibson in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin
- “Supporting the Social and Solidarity Economy in the European Union” by Jean-Louis Laville, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin

Week eleven: November 16 & 18

- “Wisconsin: Labour’s Last Stand” by Rahul Mahajan
- “Context and Sequence: Getting the Story of Wisconsin Right” by Matthew Kearney
- *Wisconsin vs. Fitzgerald*, Wisconsin Supreme Court decision. Read this in the following order:
  1. David Prosser, Concurring (page 12-29 of the P.D.F. provided)
  2. Majority Opinion (page 1-9 of the P.D.F. provided)
  3. Shirley Abrahamson, Concurring and Dissenting (page 30-48 of the P.D.F. provided)
  4. Patrick Crooks, Concurring and Dissenting (page 49-67 of the P.D.F. provided)

Optional Supplementary Reading:

- *The Battle of Wisconsin: History and Lessons from the Working-Class Revolt of 2011* by George Martin Fell Brown
- “The Wisconsin Uprising” by Frank Emspack, in *Wisconsin Uprising: Labor Fights Back*, edited by Michael Yates
- “Escalating Mutual Obligation and the Wisconsin Uprising of 2011” by Matthew Kearney, M.S. Thesis, Department of Sociology, University of Wisconsin-Madison

Week twelve: November 23

- *Understanding the Social Economy* by Quarter, Mook, and Armstrong, pages 174-207

Optional Supplementary Reading:

- “A Path to the Social Economy in Argentina: Worker Takeovers of Bankrupt Companies” by José Luis Coraggio and Maria Sol Arroyo, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin
- “Are We Married Yet?” by Matthew Kearney

- “Organizing for the Solidarity Economy in South Brazil” by Noëlle Lechat, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin

Week thirteen: November 30 & December 2

- *Understanding the Social Economy* by Quarter, Mook, and Armstrong, pages 280-326

Optional Supplementary Reading:

- “Social Economy: Engaging as a Third System?” by John Pearce, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin
- “The Three Pillars of the Social Economy: The Quebec Experience” by Marguerite Mendell, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin
- “Experimenting with Economic Possibilities: Ethical Economic Decision-Making in Two Australian Community Enterprises” by Jenny Cameron, in *The Social Economy: International Perspectives on Economic Solidarity* edited by Ash Amin

Week fourteen: December 7 & 9

Final paper group discussions

Last class meeting: December 14

Final paper group discussions

*Final paper due*