

Course Information

Semester & Year: Spring 2024

Course ID & Section #: SOC 2 V5917

Instructor's Name: Philip Mancus

Day/Time: ASYNCHRONOUS, WEEKLY

Location: VIRTUAL CAMPUS (Online)

Course Units: 3

Instructor Contact Information

Office Location: DM 27 or online

Office Hours: Mondays, 11:40 to 12:20 PM or by appointment

Phone Number: 707-465-2362

Email Address: Philip-Mancus@Redwoods.edu

Catalog Description

Students learn to identify and examine social problems using a sociological perspective. Sociological concepts and theories are used to analyze social problems. Social movements such as global environmental, US civil, women's, LGBTQ and disability rights are explored with consideration of solutions for social change. This course requires critical reading and analysis.

Course Student Learning Outcomes

1. Explain how two or more social problems are related.
2. Use course tools to propose a potential solution for a social problem related to gender, self-identity, ethnicity, race, socio economic status, sexuality, world view, collective behavior and/or values.
3. Employ a sociological perspective to evaluate a major social problem.

Recommended Preparation

Students should ideally be eligible for placement in English 1A or its equivalent when taking this class.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Receiving Accommodations. Please ensure your written accommodation request is delivered to me at least one week before the first scored assignment so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated except under extenuating circumstances.

Required Materials

Required Textbook: Social Problems

Edition: 4th edition

Author: Joel Best

ISBN: 978-0393533040

Other requirements: No other course materials to get. Supplemental readings posted on Canvas.

Course Delivery

This course is delivered and taught 100% online using asynchronous instruction, which means there is no fixed meeting day and time during the week that you must attend class. However, you'll still have weekly deadlines to meet. All instruction will take place using the CANVAS Learning Management System.

Canvas Course Website

The course will be available on CR's Canvas system starting January 13, 2024. Starting on that date, you will be able to participate in the course. Class discussion begins right away.

Login instructions for Canvas

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas, visit [My CR Portal](#).
- For help with Canvas once you're logged in, click on the Help icon on the left menu.
- For tech help, email its@redwoods.edu or call 707-476-4160
- Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://instructure.com)
- Once logged in, on top left-hand side of the screen there is a menu of your Courses.

Attendance and Participation

You will need to get started right away on Day 1 because you'll have deadlines to meet the first week. *To stay enrolled in the course, you must confirm your presence in the online classroom by the close of Wednesday of Week 1 by choosing a profile picture and contributing to the introductory discussion.* To do this, log in to Canvas, access the course website, follow the instructions in the orientation module, and introduce yourself to the class in the first discussion.

Attendance is defined as logging in and working through the course modules on a weekly basis. Participation is defined as actively completing weekly assignments, contributing to and responding to student discussions, responding to questions from your instructor, working collaboratively when assigned to groups, taking your exams when scheduled, and meeting due dates.

Proctored Exams

There are no proctored exams for this class. However, I reserve the right to use web-based proctoring on exams on a case-by-case basis if needed. I will notify you with instructions well in advance of any examination dates if I decide to do this.

Course Policies & Procedures

Evaluation & Grading

Your final grade in this class is the result of your performance in the following categories:

Discussion (40%)

Participation in discussion is an important part of the course. You'll have an online discussion every week.

Midterm Exam (20%)

An untimed, open book, open notes, on-line test covering the first half of class and made up of a combination of objective questions and short answers – taken during Week 8 of the semester.

Writing Project (20%)

This assignment involves utilizing a sociological perspective to define and propose solutions for a social problem. Done in three stages, with Stages 1 - 3 due the end of Week 4, Week 8, and Week 15, respectively.

Final Exam (20%)

An untimed, open book, open notes, untimed, comprehensive exam made up of a combination of objective questions and short answers. Taken Week 16.

Grades

The course website shows your current class score as a percentage. I use the following scale to determine final grades:

A = 93% and above	A- = 90-92%	B+ = 87-89%
B = 83-86%	B- = 80-82	C+ = 77-79%
C = 70-76%	D = 50-69%	F = 49% and below

An Incomplete (I) is given at your instructor's discretion and will only be granted to those students who continue to participate in class, have completed all prior work, and who have made arrangements with me by the end of the 15th week. This is a rare privilege and is not granted lightly.

Academic Integrity: Your Commitment to the Truth

In the academic community, we place a high value on truth. We set high expectations for ourselves and for our students. Students new to college are sometimes uncertain of what is acceptable and what is not. Here's what to know.

Academic integrity essentially means submitting your own work on all assignments, unless specifically told to collaborate with others. This means NO essays for hire, NO machine/artificial intelligence bots writing your stuff for you, NO having a friend write for you, NO copy and paste from the internet or some other source (this includes copying, pasting, and then modifying a word or two), NO getting help or giving help on a quiz, NO sharing quiz questions with others, NO copying someone else's discussion post, etc. All of this violates the principle of academic integrity, but more importantly, it deprives you of the opportunity to learn and to develop your own critical thinking skills.

Plagiarism

One of the biggest problems in an online environment is plagiarism, which is using someone else's ideas, data, or text without giving proper credit to the source of those ideas, data, or text. In this class, plagiarism violates the principle of academic integrity. Here are some guidelines for how to avoid plagiarism.

- You generally don't need to make a citation in a discussion, reflection, or short essay. However, if you use original ideas from outside of class, you should cite the source, even in these less formal settings.
- If it is first-hand knowledge (gained from your own experience) you don't need a citation, but you should at least identify it as such.
- If you use *data* or *statistics* from any source, including your textbook, you need to make a citation.
- If you use *text* from any source, you are *required* to enclose that text in quotation marks *and* make a citation.

You may be thinking, "Okay, but how do I make a citation?" For those times that you make a citation in a discussion, reflection, or short essay, you can simply refer to the source and provide either a link or publication info (author names, year of publication, where it was published).

On a formal research paper or assignment where you rely on sources outside of class, use "in-text" citations (also known as parenthetical citations). Here are some examples using the manuscript style of the American Psychological Association (APA).

Smith (2002) found that students appreciate having clear guidelines on academic integrity.

Or,

In a recent survey, students reported appreciating clear guidelines on academic integrity (Smith, 2002).

Or,

Researchers found that "seventy five percent of student surveyed appreciated having clear guidelines on academic integrity" (Smith, 2002, p. 194).

Notice the author's last name and the year. If the name is part of the sentence, don't enclose it within the parentheses. If the name is not part of the sentence, then enclose it within the parentheses. And in the last one, a direct quote is made. The quotation marks enclose the text that was copied from the source and the citation includes the page number of the quote.

Once you've made a citation, the final piece on a formal paper is the *reference*. Here's an example of a reference using APA style. Notice how it includes all of the catalog information you would need to find the journal article where this information was originally published. There are rules on how to format your references. You should know them.

Smith, J. (2002). Student attitudes toward academic integrity. *Journal of Higher Education* (36)2: 191-199.

APA style dictates that references are listed in a separate section at the end of a research or analytical report.

For more on APA style, see the term paper module on the course website.

The Rules on Plagiarism

With all that said, **I treat plagiarism as violation of academic integrity and I consider it the student's responsibility to know what it is and how to avoid it.** For a quick guide on plagiarism, the [Online Writing Lab](#) at Purdue University is a great resource. For now, here are some examples of plagiarism.

- Referring to information and ideas from someone or somewhere else without properly citing the source
- Copying and pasting someone else's text without the use of quotation marks
- Copying and pasting and then modifying the text a bit without using quotation marks
- Relying on excessive quotations or long quotations to fill in your paper or other assignments
- Using ChatGPT or some other AI system to write your paper
- Purchasing an essay, hiring a ghost writer, or simply having a friend write your paper
- Submitting someone else's paper
- Submitting a paper you turned in on an another assignment in this class or for another class

Policy on the Use of Artificial Intelligence and Machine Learning Generators in Your Work

I understand that AI is out of the box and there's no going back. And I get the appeal of having it do your work for you. However, that isn't learning what you're supposed to learn, it's learning to game the system. Would you want a doctor who relied on others to do their medical training for them? So why wouldn't the same principle apply to any other professional, including you?

Because of these concerns, and fully recognizing that AI is a useful tool, **my policy is that if you use generative AI (e.g., ChatGPT), you must cite it as a source. And if you use any of the actual text generated by AI, you must enclose that text in quotation marks and make a citation.**

Importantly, **this means that your use of AI should be limited to the same way you'd use any other source: as a reference, not as a substitute author.** In any academic assignment, quotations in general should be kept to a minimum. This implies that the vast majority of your work will be written by you, and not generative AI.

The Not So Nice Part

So, now that you all know, please hear me when I say that **students who are caught collaborating on an assignment without being explicitly told to do so, or who plagiarize, or commit any other form of academic dishonesty as defined by this policy, will forfeit all credit for that assignment.**

In addition to plagiarism, academic dishonesty includes but is not limited to cheating, collusion, complicity, abuse of resources, computer misuse, fabrication or falsification, unpermitted multiple submissions, and bearing false witness.

For more information on academic integrity, the Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee.

Classroom Etiquette

Interaction in the classroom requires paying attention to the way we can potentially affect others. Peaceful, logical, evidence-based, constructive, critical thinking and inquiry is encouraged. Aggressive, destructive criticism is not. Just like you wouldn't shout in someone's face in class, avoid communication that is corrosive and divisive.

Policy on Hate-Based Communication

In this class I have a zero-tolerance policy when it comes to individuals, groups, or organizations professing ideologies that target, intimidate, and/or dehumanize individuals or groups based on their perceived race, color, ethnicity, nationality, national origin, citizenship, language, religion, age, sex, sexual orientation, gender identity, body size, marital status, genetic status, veteran status, assault and trauma survivor status, and/or physical ability. Such expression is antithetical to the spirit of the academy and to the mission of the college. Individual actions that express hatred, contempt, or degradation of others will not be tolerated. Any and all speech, gestures, adornment, emblems, codes, insignias, signs, symbols, slogans, flags, propaganda, paraphernalia, or other memes that express or represent hate-based ideology, or discrimination against protected classes, or otherwise signifies identification with, sympathy for, affiliation with, or membership in a hate group are strictly prohibited from this virtual classroom. Any violation of this policy will result in the student(s) having classroom privileges suspended until compliance is assured.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. Please let me and other students know if you have preferences for how you are addressed.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnaabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

Academic Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active-Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-

sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety](#).

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Course Syllabus Subject to Change

As your instructor, I reserve the right to make changes to this syllabus and the course content. While I make every effort to follow the policies and schedule laid out herein, there may be times when changes are necessary. I will inform the class of any changes using the Canvas Announcements tool.

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student-initiated withdrawal (62.5% of class)
March 29	Last day for faculty-initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	Cesar Chavez Day
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Semester Plan

All readings are in the course textbook by Joel Best, Social Problems (3e) or are topical/supplemental readings, which can be found in the weekly modules on the Canvas course website. Textbook readings are highlighted in green, topical readings highlighted in yellow. Readings are subject to change.

Week 1. Introduction: The Sociology of Social Problems

Themes

- The sociological approach to studying social problems
- The power logic model: thinking upstream
- Role conflict? Researcher and Activist

Reading

Boal, A. "What is Justice?"

Bell and Ashwood, "What is Justice?"

Week 2. The Social Problems Process

Themes

- Subjectivist and objectivist approaches to the study of social problems
- The social problems process model
- Case study: Homelessness

Reading

Best, Chapter 1: "The Social Problems Process"

Knapp & Spector, "Theories of Freedom"

Greene and Centrone, "Ending the Persistence of Homelessness"

Week 3. Social Movements and Fields of Action

Themes

- Shallow and Deep Culture

- Ethnocentrism and Cultural Relativism
- Social Movements and Social Movement Organizations

Reading

University of Minnesota Press, “**Social Movements**”

Ott and Mack, “Cultural Analysis – Cultural Theory: An Overview”

Wolfe, A. “Culture and Moral Freedom”

Week 4. Claims and Frames: The Politics of Social Problems

Themes

- Claims, Frames, and Moral Appeals
- The Politics of Language
- Case Study: Universal Health Care in the United States

Reading

Best, Chapter 2 “Claims” (36)

Kummerow, L. “Making Claims: The Role of Language in the Construction of Social Problems

Bulanda and Pittman. “In Pursuit of U.S. Healthcare Coverage: Pathways to Universal Coverage

McClure et al. “Universal Health Coverage? Why?”

Week 5. The American Landscape: Media, Polarization and the Culture War

Themes

- The “Culture War” in America
- Theoretical Explanations for Polarization

Reading

Best, Chapter 3: “Activists as Claims Makers”

Tesene, M.M. “Political Polarization in Contemporary American Society”

Kapuscinski, R. “Understanding the Politics of Resentment.”

Ott and Mack. “The Functions of Ideology” & “Ideological Processes”

Week 6. Poverty, Social Class, and the Economy

Themes

- Poverty and Social Class
- Structural Features of the Economy

Reading

Best, Chapter 4: “Experts as Claims Makers”

Rodgers, H.R. “Why Are People Poor in America?”

Lewis, O. “The Culture of Poverty”

Piven, F.F. “Poverty, Inequality, and the Shredded Safety Net”

Week 7. Racism, Ethnic Conflict, and Citizenship

Themes

- Racism: Overt and Color-Blind
- Case Study: Black Lives Matter

Reading

Best, Chapter 5: “The Media and Social Claims”

Oluo, I. “What is Racism?”

Dubois, W.E.B., “Black Reconstruction and the Racial Wage”

Myers, E. “Beyond the Wages of Whiteness”

Childers and Garcia, “The Racial Implications of Immigration Policy”

Week 8. Midterms

TAKE YOUR MIDTERM EXAM

Spring Break – no classes this week

Week 9. Violence, Social Control, and the Criminal Justice System

Themes

- The Roots of Violence
- Marginalized Communities and Formal Social Control

Reading

Best, Chapter 6: “Public Reaction”

Lynch et al., “Gun Violence in the U.S.”

Gundy, “American Prisons: Consequences of Mass Incarceration”

Reiman, J. “The Implicit Ideology of Criminal Justice”

Atwell, “For Profit Justice”

Week 10. Gender Inequality and Sexual Oppression

Themes

- Freedom and Sexuality
- Inequalities of Sex, Gender, and Sexual Identity

Reading

Best, Chapter 7: “Policymaking” (28 pages)

Bruni, F. “Tackling the Roots of Rape”

Erdelye, S.R. “One Town’s War on Gay Teens”

Jesudason, S.A. “Reproductive Rights”

Week 11: Health, Substance Abuse, and (Dis-)Ability

Themes

- The social structure of physical ability and full participation in society
- Drug abuse, mental health, and stigmatization

Reading

Davis, L. “Disability: The Missing Term in the Race, Class, Gender Triad”

Beiser, V. “First, Reduce Harm”

Maestriperi, L. “The Covid-19 Pandemics: Why Intersectionality Matters”

Week 12. Family Disruption, Interpersonal Violence, Childhood Trauma, Neglect and Maltreatment

Themes

- Intimate Partner Violence
- Child Maltreatment
- Historical Trauma

Reading

Best, Chapter 8: Social Problems Work

Coontz, S. “The Way We Wish We Were: Defining the Family Crisis.”

Felitti, V. et al. “Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study.”

Week 13. Education and Civil Society

Themes

- Education as a Socializing Force
- Public Education and the Reproduction of Inequality
- Education as a Force for Social Change

Reading

Best, Chapter 9: "Policy Outcomes"

Schofer, E. et al. "The Societal Consequences of Higher Education"

Staples, W. "The Culture of Surveillance"

Week 14: Politics and the State

Themes

- Democracy and Authoritarianism
- Legitimation Crisis
- "The Tyranny of the Majority"

Reading

Best, Chapter 10: "Claims Across Space and Time"

Wright, E.O. "Democracy: How it Works"

Schwalbe, M. "Rigging the Game"

Paxton, R. "What is Fascism?"

Week 15: Global Extremes: Climate Change, War, Terrorism, Refugees

WRITING PROJECT DUE

Themes

- Global Environmental Crisis
- Ecological Justice
- Mitigation and Adaptation

Reading

Best, Chapter 11: The Uses of a Constructionist Stance

Pellow, D. "Environmental Justice"

Etzioni, A. "The Surprising Link Between Sustainability and Social Justice"

Thunberg, G. "Unpopular," "Our House is On Fire," and "Prove Me Wrong"

Naes, A. and Sessions, B., "Basic Principles of Deep Ecology"

Finals Week

TAKE YOUR FINAL EXAM