



Department of Sociology, Social Work, and Family Sciences

**SOC 4035: Environmental Sociology**

3 units  
*Fall 2025*

**Tu/Th 1:30 pm – 2:45 pm**

**Rohr (Sociology) Hall Room 108, next to Fermanian**

**In-Canvas Final Exam: Tuesday, 12/16/2025, 1:30 pm – 4:00 pm**

<b>Instructor title and name:</b>	Dr. Jimiliz Valiente-Neighbours (“Dr. V”)
<b>Phone:</b>	619-849-3001
<b>Email:</b>	jvalient@pointloma.edu (preferred mode of contact) I will answer e-mails between Monday-Friday (8am and 5pm). Please allow up to 24 hours for a response, and plan accordingly.
<b>Office location and hours:</b>	In person: Rohr (Sociology) Hall Room 106 • Thursday 11:30am-1pm • Tuesday and Thursday 4:30pm-6pm • by appointment  Virtual: Zoom, link will be sent upon scheduling • Monday and Wednesday 4-6pm • by appointment

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Foundational Explorations Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

## **Department Mission Statement**

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.

## **Catalog Course Description**

A study of the relationship between human societies and ecosystems, from how individuals define "nature" and "sustainability" as well as how institutions such as the market and the government work together or against each other that impact communities.

## **Faculty Welcome and Course Description**

“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! 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!

## **Program and Course Learning Outcomes (PLOs and CLOs)**

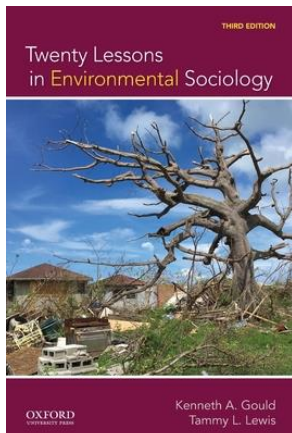
PLOs identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Below are for those in Sociology.

1. You will be able to analyze society, social structures, and patterns of human thoughts and behavior.
2. You will be able to navigate a world of rich cultural diversity.
3. You will be able to conduct social research.
4. You will be prepared to serve Christianly and competently in diverse vocational or social setting.

CLOs are statements of what students are expected to know, understand and be able to do by the time they complete the course. These outcomes are assessed by your performance in quizzes/exams, papers and other written response submissions, and participation in class.

1. You will be able to define the following key terms and concepts: nature as a social construction, environmental health, env. justice, disaster vulnerability, and climate change or climate crisis—and how they impact and contribute to social change and social movements regarding the environment.
2. You will understand how sociological research contribute to understanding how people understand, approach, and engage with the environment.
3. You will be able to understand how individuals and groups, such as corporations, the military, and environmental activists impact creatures and the environment as a whole, at both the micro and macro levels.
4. You will learn about the rich cultural diversity in society, including but not limited to race, ethnicity, class, gender, sex, sexuality, religion, ability, and disability, and how individuals and groups are impacted by environmental degradation, government and corporation policies, and activism.
5. You will understand the importance of practicing cognitive empathy, the sociological imagination, and cultural humility and competency in diverse vocational or social settings.

### Required Texts



There are two required texts. One is *Twenty Lessons in Environmental Sociology, 3<sup>rd</sup> Edition* (2014) by Kenneth A. Gould and Tammy L. Lewis (ISBN-10: 0199325928 and ISBN-13: 9780199325924). 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.

There will also be a few select articles and/or chapters, available as PDFs in Canvas, to help further illuminate course concepts. It is **crucial** that students complete these readings before class meetings! *There are reading responses to keep students accountable.* 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.

### Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules. 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.

## Assessment and Grading

ASSIGNMENT VALUES	
Attendance & Participation -miss 2 *classes, no impact -miss 3 *classes, 50% impact -miss 4 *classes, 100% impact <i>*only university-approved absences are considered excused</i>	10%
Required Field Trip Assignment	5%
Reading Responses	20%
Assignments (In-class and Canvas, Solo and Group)	20%
Final Project w/ Presentation	20%
Peer Evaluations	5%
Cumulative Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

GRADING SCALE	
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 = 59 and less
<i>*There is no rounding up. Please do not ask.</i>	
<i>**No late assignments for credit will be accepted during or after finals week, no exceptions.</i>	

## Course Requirements

- 1. Attendance and Participation. This is worth 10%.** Your regular and punctual attendance at all classes is essential for our community-building and optimum academic achievement! Being late, leaving early, or missing 10 minutes of class or more counts as an absence. Being asked to put away your electronics after class has started counts as an absence. You are welcome to TWO WELLNESS DAYS, which I recommend reserving for when you are feeling ill. These two days will not be penalized. Your third absence (including electronic use during class or late arrival) will be reduced to 5%. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance.
- 2. Required Field Trip Assignment. This is worth 5%.** Students will be required to attend a class field trip and complete an assignment based on their notes from and experience of the trip and the site. If students miss the field trip, it will count as an absence for attendance, and students will also not be eligible to earn points for the assignment.
- 3. Weekly Reading Responses. These are worth 20%.** You are responsible for answering the reading prompts in Canvas when they are assigned, even though they will not be graded or required to be submitted until the final due date of: November 21, Friday by 11:59pm. I do not recommend waiting until the deadline to get started!
- 4. Assignments. These are also worth 20%.** There are various assignments that need submissions in person and in Canvas. There will also be solo and assigned group work assignments. Please be sure to follow instructions to work towards earning full points.
- 5. Final Project and Presentation. These altogether are worth 20%.** You will be responsible for examining a current phenomenon and analyzing it with at least 4-5 of our assigned readings and/or theories we covered in class. You will need to demonstrate clear understanding of your selected theories as well as your choice of phenomenon.
- 6. Peer Reviews of Final Video Presentations. This section is worth 5%.** You and your peers will be assigned to present your video during class and facilitate a Q&A about your video, so be prepared. Crucial to this is engagement of your peers. Students will need to fill out the peer review forms and rubrics during presentation dates to give helpful and insightful feedback.

- 7. Cumulative Final Exam. This is worth 20% of your total grade.** The exam will likely be a combination of multiple choice, true-false, and short answer questions in Canvas based on the readings, videos, and lectures. It will require you to demonstrate understanding of course materials through application questions. You will be permitted to use **ONLY** hard copies of your course notes, but not your textbook. The exam will be done through Honorlock, and you will be required to show your printed notes.

### **Extra Credit**

Please do not ask for or rely on extra credit in this course. For equity reasons, please do not ask to earn extra points on an individual basis.

### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. There will be no opportunities to make up missed in-class assignments or classwork, unless you have a medical emergency or the university administration excuses you. If so, you will need to discuss with me your revised deadlines. I also understand that sometimes there is a need to reprioritize due to things beyond your control. If this happens to you, inform me immediately.

No late assignments for credit will be accepted during or after finals week, no exceptions. Please also note in that late starts during exams and essays in Canvas are penalized.

### **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that PLNU is approved to conduct activities regulated by that state. In certain states outside California, PLNU is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether PLNU is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside of California.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Recording Notification**

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. \*\*\*This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.\*\*\* If you have any doubts about using AI, please gain permission from the instructor.

We will also discuss as a class the impact of AI tools on the environment.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [@counselingservices@pointloma.edu](mailto:@counselingservices@pointloma.edu) or find a list of campus pastors at [@pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **PLNU Attendance and Participation Policy**

In this class, your attendance and participation will count at 10% towards your grade. You may miss two classes without impact on your grade. If you miss 3 classes, the percentage will be reduced by 50%. If you miss 4 classes, the percentage will be reduced by 100%. I will take attendance every class meeting for accountability.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-

enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **Use of Technology**

There are NO laptops allowed for note-taking during class meetings. There are times, however, when students will be asked to bring their laptops to do in-class work, both solo and in assigned groups. For note-taking, however, please come to class with a notebook and a pen/pencil. You may use an iPad, but note that **ONLY HARD COPIES** of notes are allowed during quizzes/exams in Canvas with Honorlock. My policy before virtual learning due to COVID has always been notebooks-only. When I allowed it one semester, the general outcomes have been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. Below, I included links to scholarly research to the statement.

#### **Why do my fellow faculty and I feel so strongly about putting away electronics in class?**

1. Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.  
<http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>
2. Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.  
[http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html)
3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning.  
<https://www.sciencedirect.com/science/article/pii/S0360131512002254>
4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines. <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## **Covenant and Community Guidelines**

Consider this syllabus not as a contract but as a *covenant* among all of us. Let us build 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—hard but necessary. Toward this end, let's keep in mind the following: RESPECT. 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 consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.
- **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. This includes proper citation formats on papers/projects.
- **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 or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

## **Assignments At-A-Glance**

See Course Schedule below for important dates and reading assignments.

SOC 4035-1 Fall 2025 w/ Dr. V

Course Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August	1 <b>Labor Day</b> (No Classes)	2 <i>Classes Begin</i> (Tuesday Schedule)  Go over syllabus and course requirements.  Do in-class solo work on preparing for in-class presentations of current events on 9/4 Th and 9/6 Tu.	3	4 <b>CURRENT EVENTS</b> Prepare 1-2 slides to share in class: What things bring you concern or breaking your heart? Include a reliable news report of a current event: recent legislation, phenomenon, etc.	5	6
September	8	9 <b>CURRENT EVENTS</b> Prepare 1-2 slides to share in class: What things bring you hope or encouragement? Include a reliable news report of a current event: recent legislation, phenomenon, etc.	10	11 <b>SOCIAL CONSTRUCTION</b> Before class: read, take notes on, and respond to <b>Chapter 1: “The Social Construction of Nature” (pp. 13-27)</b> *Questions to ponder: What is nature? What does it mean to say that “nature” is a social construct? What is naturework? (RR1)	12 <i>Last Day to Add/Drop Semester Classes</i>	13
	15	16 <b>SOCIAL CONSTRUCTION</b> Before class: read, take notes on, and respond to the following PDFs from <i>Braiding Sweetgrass</i> by RW Kimmerer in Canvas: <b>“Skywoman Falling” and “The Gift of Strawberries”</b> *Questions to ponder: Which stories do I believe about how the earth and all the creatures came to be? What creation story do I prescribe to? (RR2)	17	18 <b>SOCIAL CONSTRUCTION</b> In-Class Assigned Group Work: Naturework and Creation Stories	19 <i>Department/School Chapel</i>	20
	22	23 <b>SOCIAL CONSTRUCTION</b> Group Work Presentations: Naturework and Creation Stories	24	25 <b>ENV. SOC. THEORIES</b> Before class: read, take notes on, and respond to <b>Chapter 2: “Theories” (pp. 28-56)</b> *Questions to ponder: Where do I stand on the claim that we are facing an	26	27

			environmental crisis or collapse? What are the various reasons scholars say for why we are facing environmental challenges now? (RR3)			
	29	30 <b>ENV. SOC. THEORIES</b> Continue discussion of <b>Chapter 2 “Theories”</b>	1	2 <b>ENV. SOC. THEORIES</b> Before class: read, take notes on, and respond to <b>Chapter 16: “Normalizing the Unthinkable: Climate Denial and Everyday Life” (pp. 295-309)</b> *Questions to ponder: What do people around me believe about the state of the environment today? Why do people believe what they believe? (RR4)	3	4
<b>October</b>	6	7	8	9 <b>ENV. SOC. THEORIES</b> In-Class Assigned Group Work on the following questions: “Where do my fellow students stand on the claim of climate crisis? What factors contribute to their beliefs?” 1. Quantitative 2. Qualitative	10	11
					<i>Family Weekend</i>	
	13	14 <b>ENV. SOC. THEORIES</b> Data Collection, cont’d	15	16 <b>ENV. SOC. THEORIES</b> In-Class Assigned Group Work: Data Analysis, Put Together Class Presentation	17	18
	20 <i>Advising Begins</i>	21 <b>ENV. SOC. THEORIES</b> Group Work Presentations: Perspectives on Climate Change/Crisis among PLNU students	22	23	24	25
			<i>Fall Break (No Classes)</i>			
27	28 <b>FOOD AND FOODWAYS</b>	29	30 <b>FOOD AND FOODWAYS</b>	31	1	

		<p>Before class: read, take notes on, and respond to <b>Chapter 12 “Producing and Consuming Food” (pp. 213-231)</b></p> <p>*Questions to Ponder, some of which are posed by the reading’s authors, Konefal and Hatanaka: To what extent do people easily see the connections between the food they eat and the environment, and why? What are people’s (perhaps very limited) cooking habits or skills, and why? Do you need to change how and what you eat, and why? (RR4)</p>		<p>Before class: read, take notes on, and respond to <b>Chapter 13: “From Farms to Factories” (pp. 232-253)</b></p> <p>*Questions to Ponder: What are the reasons people give for why they are vegetarian, vegan, etc.? To what extent do you believe people are familiar with how animals are treated by the food industry? (RR5)</p>		
November	<p>3 <i>Priority WebReg Begins for Spring 2026</i></p>	<p>4 <b>ENV. HEALTH AND VULNERABILITY</b> Before class: read, take notes on, and respond to <b>Chapter 11: “Env. Health” (pp. 197-212)</b></p> <p>*Questions to Ponder: What does it mean to say “the sociology of environmental health”? What challenges do the proponents of environmental health face today? What is the naturework of environmental health proponents and how much does it overlap with the naturework of Indigenous Peoples? (RR6)</p>	<p>5</p>	<p>6 NO CLASS MEETING (Dr. V and PLNU crew at a conference)</p> <p>*I recommend catching up on your reading responses! Final Due Date: 11/21 Friday 11:59p</p>	<p>7 <i>Last Day to Withdraw from Semester Classes</i></p>	<p>8</p>
	<p>10</p>	<p>11 <b>ENV. HEALTH AND VULNERABILITY</b> Before class: read, take notes on, and respond to <b>Chapter 14: “Understanding Disaster Vulnerability” (pp. 254-270)</b></p> <p>*Questions to Ponder: What factors increase the vulnerability of populations to disasters? Which populations have been most exposed to disasters, and why? How do social inequalities intersect with disaster vulnerability? (RR7)</p>	<p>12</p>	<p>13 <b>ENV. MOVEMENTS</b> Before class: read, take notes on, and respond to <b>Chapter 18: “U.S. Environmental Movements” (pp. 329-347)</b></p> <p>*Questions to Ponder: With which of these movements are you most familiar or have experience? With which of these are you least familiar or have no experience/are new to you? Share a story</p>	<p>14</p>	<p>15</p>

			of your experience/s. (RR8)			
	17	18 <b>ENV. MOVEMENTS</b> Before class: read, take notes, and respond to <b>Chapter 19: Environmental Movements in the Global South” (pp. 348-364)</b> *Questions to Ponder: What stood out to you the most as the starkest differences between environmental movements in the U.S. and in the Global South, and why? (RR9)	19	20 In-Class Group Work: Proposal and Discussion (must be pitched and approved by Dr. V)	21 FINAL DAY TO SUBMIT ALL READING RESPONSES (9 TOTAL) IN CANVAS BY 11:59PM	22
	24	25 Do Group Work Remotely: Literature Review, Preliminary Research on Topic	26 Thanksgiving Recess	27 <b>Thanksgiving Day</b>	28 Thanksgiving Recess	29
	1	2 Do Group Work Remotely: Finish Slides (No Class Meeting) **Submit final slideshow in Canvas by 11:59pm**	3	4 Group Work Presentations (Groups 1-3 at 20 minutes each) *Required Peer Reviews	5	6
December	8	9 Group Work Presentations (Groups 4-6 at 20 minutes each) *Req'd Peer Reviews	10	11 <b>Required</b> Field Trip to the Barona Cultural Museum  <b>Departure: 11am Tour/Activity: 12pm Return time: 2:30p</b>	12 <i>Classes End</i>	13
	15	16 <b>OPEN-NOTEBOOK FINAL EXAM IN CANVAS 1:30-4PM</b>	17	18	19	20
	22	23	24	25	26	27

\*Subject to Change