



Department of Sociology, Social Work, and Family Sciences

SOC 4035: Environmental Sociology

3 units
Fall 2023

Tu/Th 11 am – 12:15 pm

Rohr (Sociology) Hall Room 111, next to Fermanian

Final Exam: Thursday, 12/14, 10:30 am – 1:00 pm

Instructor title and name:	Dr. Jimiliz Valiente-Neighbours (“Dr. V”)
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Office location and hours:	Rohr (Sociology) Hall Room 106 MWF 3-5pm / TuTh 1:30-2:30pm / 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)

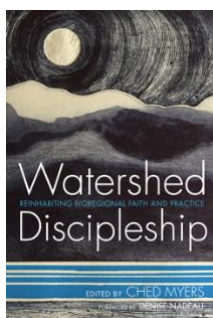
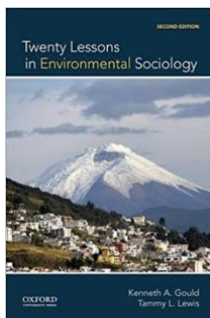
PLOs identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Below are for those in Sociology.

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, 3rd 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.

Your second required text is *Watershed Discipleship: Reinhabiting Bioregional Faith and Practice* (2016), a book that was published and compiled by one of my dear friends and spiritual mentors Ched Myers.

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! *There are weekly reading responses to keep you 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.

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.

Assessment and Grading

ASSIGNMENT VALUES	
Attendance -miss 2 *classes, no impact -miss 3 *classes, 50% impact -miss 4 *classes, 100% impact <i>*only university-approved absences are considered excused</i>	5%
Weekly Reading Responses	10%
Assignments (In-class and Canvas)	10%
Midterm Exam	25%
Final Project Video	10%
In-Class Final Presentation	10%
Peer Evaluations	5%
Cumulative Multiple Choice Exam	25%
TOTAL	100%

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>	

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.

Opportunity to Improve Exam Scores

I understand that learning is non-linear and cyclical, and I hope that you continue to draw from what we discussed in this class even after the semester has ended. For both the midterm and the final, you will have the opportunity to retake the exam within 48 hours. Your final score will be the average of your two attempts.

Course Requirements

- 1. Attendance. This is worth 5%.** 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 or need a mental health break. These two days will not be penalized. Your third absence (including electronic use during class or late arrival) will be reduced to 2.5%. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance.
- 2. Weekly Reading Responses. These are worth 10%.** Every week, you are responsible for answering the reading prompts in Canvas. These are typically due by 11:59pm on the Mondays before our Tuesday class meetings. Late submissions will be accepted no later than Thursdays by 11:59pm, but with a 25% deduction.
- 3. Assignments. These are also worth 10%.** There are various assignments that need submissions in person and in Canvas. Please be sure to follow instructions to work towards earning full points.
- 4. Midterm Exam. This is worth 25%.** This exam is to keep you accountable in keeping up with the readings and lectures. This exam in Canvas will take place *during class time*. To keep students accountable, late starts will be penalized. 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 notes.
- 5. Final Project Video and Presentation. These altogether are worth 20%.** You will be responsible for examining a current phenomenon and analyzing it with 3-4 sociological 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 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. You will need to fill out the peer review forms and rubrics during presentation dates to give helpful and insightful feedback for your peers.
- 7. Cumulative Multiple Choice Final Exam. This is worth 25% of your total grade.** The exam will 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 notes.

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 online (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 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. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course. 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. Faculty will not be able to provide accommodations without advance notice from the EAC.

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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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. 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 or find a list of campus pastors at [@pointloma.edu/title-ix](http://pointloma.edu/title-ix).

PLNU Attendance and Participation Policy

In this class, your attendance and participation will count at 5% 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. 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
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>

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 FA23 Course Schedule *(subject to change as needed)*

WK: DATE	TOPIC/READING/ASSIGNMENT
1: 8/29 Tue	Introductions, Syllabus, Introduction to Environmental Sociology • <i>Twenty Lessons (TL)</i> “An Introduction”
1: 8/31 Thu	In lieu of class... Weekly Reading Response #1 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 9/7 Thursday 11:59pm</i> <i>No credit after 9/7</i> • <i>TL</i> Chapter 1: “The Social Construction of Nature” • <i>TL</i> Ch. 2: “Theories”
2: 9/4 Mon	NO CLASS
2: 9/5 Tue	Environmental Social Theories
2: 9/7 Thu	Environmental Social Theories *Comprehension quiz/assignment at the end of class
3: 9/11 Mon	Weekly Reading Response #2 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 9/14 Thursday 11:59pm</i> <i>No credit after 9/14</i> • <i>TL</i> Ch. 8: “Population, Demography, and the Environment” • PDF of <i>Braiding Sweetgrass</i> by RW Kimmerer in Canvas: “Skywoman Falling” and “The Gift of Strawberries”
3: 9/12 Tue	People and Culture
3: 9/14 Thu	People and Culture
4: 9/18 Mon	Weekly Reading Response #3 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 9/21 Thursday 11:59pm</i> <i>No credit after 9/21</i> • <i>TL</i> Ch. 12: “Producing and Consuming Food” • <i>TL</i> Ch. 13: “From Farms to Factories”
4: 9/19 Tue	Food and Foodways
4: 9/21 Thu	Food and Foodways
5: 9/25 Mon	Weekly Reading Response #4 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 9/28 Thursday 11:59pm</i> <i>No credit after 9/28</i> • <i>TL</i> Ch. 3: “The State and Policy” • <i>TL</i> Ch. 5: “Corporate Power”
5: 9/26 Tue	States and Corporations
5: 9/28 Thu	States and Corporations
6: 10/2 Mon	Weekly Reading Response #5 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 10/5 Thursday 11:59pm</i> <i>No credit after 10/5</i> • <i>TL</i> Ch. 11: “Environmental Health” • <i>TL</i> Ch. 14: “Understanding Disaster Vulnerability”
6: 10/3 Tue	Climate Crisis
6: 10/4 Wed	STUDENT SUSTAINABILITY FAIR after Chapel on Caf Lane
6: 10/5 Thu	Climate Crisis

7: 10/9 Mon	Weekly Reading Response #6 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 10/12 Thursday 11:59pm</i> <i>No credit after 10/12</i> • TL Ch. 16: "Normalizing the Unthinkable: Climate Denial and Everyday Life"
7: 10/10 Tue	In-class: Lecture and Discussion on Reading Assignment
7: 10/12 Thu	In lieu of class: Conduct Surveys, Submit Work in Canvas no later than...
8: 10/16 Mon	SUBMIT SURVEY RESULTS IN CANVAS by 11:5pm
8: 10/17 Tue	Graded In-class Work of Surveys: Compare and Discuss Responses *Also discuss Final Project Assignment
8: 10/19 Thu	NO CLASSES
9: 10/23 Mon	Weekly Reading Response #7 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 10/26 Thursday 11:59pm</i> <i>No credit after 10/26</i> • TL Ch. 18: "U.S. Environmental Movements" • TL Ch. 19: "Environmental Movements in the Global South"
9: 10/24 Tue	Environmental Movements
9: 10/26 Thu	Environmental Movements
10: 10/31 Tue	Environmental Health Coalition Tour – meet at the Main Gym Lot at 10:45am. We will ride the bus together. We leave at 10:50am so we can return to campus no later than 12:20pm
10: 11/2 Thu	In lieu of class: MIDTERM in Canvas during class time <i>Late starts (10 minutes+) result in -10% deduction, no exceptions</i>
11: 11/6 Mon	Weekly Reading Response #8 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 11/9 Thursday 11:59pm</i> <i>No credit after 11/9</i> • WD: "Introduction" (pp. 1-6.5) • WD: "The Great Commission" (pp. 26-39)
11: 11/7 Tue	Watershed Discipleship
11: 11/9 Thu	Watershed Discipleship
12: 11/13 Mon	Weekly Reading Response #9 due in Canvas by 11:59pm <i>Late Submissions Accepted -25% until 11/16 Thursday 11:59pm</i> <i>No credit after 11/16</i> • WD: "Watershed Discipleship in Babylon" (pp. 42-57) • WD: "A Pipeline Runs Through..." (pp. 121-135)
12: 11/14 Tue	Watershed Discipleship
12: 11/16 Thu	Watershed Discipleship *Finalize order of in-class video presentations during WKS 14-15
13: 11/21 Tue	In lieu of class: Work on Final Project Video Assignments
13: 11/22-11/25	NO CLASSES Wednesday thru Friday
14: 11/27 Mon	Final Project Video Assignment due in Canvas by 11:59pm <i>Late submissions result in -25% deduction, no exceptions</i>
14: 11/28 Tue	In-Class Video Presentations Day #1 and Required Peer Evaluations
14: 11/30 Thu	In-Class Video Presentations Day #2 and Required Peer Evaluations
15: 12/5 Tue	In-Class Video Presentations Day #3 and Required Peer Evaluations
15: 12/7 Thu	In-Class Video Presentations Day #4 and Required Peer Evaluations
FIN: 12/14 Thu	10:30 am – 1 pm Cumulative Multiple Choice Final Exam in Canvas <i>Late starts (10 minutes-20 minutes) result in -10% deduction, no exceptions</i>

Late starts (21+ minutes) result in -25% deduction, no exceptions						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27 WK 1	28	29 First Day of Class	30	31 Reading Response #1 due in Canvas (In lieu of class)	1	2
3 WK 2	4 Labor Day (No Classes)	5 Env. Soc. Theories – what is nature?	6	7 Env. Soc. Theories – what is nature?	8 Last Day to Add/Drop Semester Classes	9
10 WK 3	11 Response #2 due in Canvas	12 People and Culture	13	14 People and Culture	15	16
17 WK 4	18 Response #3 due in Canvas	19 Food and Foodways	20	21 Food and Foodways	22	23
24 WK 5	25 Response #4 due in Canvas	26 States and Corporations	27	28 States and Corporations	29	30
1 WK 6	2 Response #5 due in Canvas	3 Climate Change/Crisis	4	5 Climate Change/Crisis	6	7
8 WK 7	9 Response #6 due in Canvas	10 Discuss Reading and Survey Assignment	11	12 Conduct surveys—no class, submit by 11:59pm on 10/16 Monday	13	14
15 WK 8	16	17 Graded in-class work on surveys – we meet as a class!	18	19 Fall Break (No Classes)	20 Fall Break (No Classes)	21
22 WK 9	23 Response #7 due in Canvas	24 Env. Movements	25	26 Env. Movements	27	28
		Mid-Semester Grades Distributed				
29 WK 10	30	31 <i>Environmental Health Coalition Tour</i> – meet at the Gym Lot at 10:45/50am! We depart at 10:50am.	1	2 MIDTERM in Canvas DURING CLASS TIME (In lieu of class)	3 Last Day to Withdraw from Semester Classes	4
5 WK 11	6 Response #8 due in Canvas	7 Watershed Discipleship	8	9 Watershed Discipleship	10	11
12 WK 12	13 Response #9 due in Canvas	14 Watershed Discipleship	15	16 Watershed Discipleship	17	18
19 WK 13	20	21 Work on Final Project (In lieu of class)	22 Recess (No Classes)	23 Thanksgiving Day (No Classes)	24 Recess (No Classes)	25
26 WK 14	27 Fin. Project Video Asgmt. due, -50% if late	28 IN-CLASS Video Presentation Day #1	29	30 IN-CLASS Video Presentation Day #2	1	2
3 WK 15	4	5 IN-CLASS Video Presentation Day #3	6	7 IN-CLASS Video Presentation Day #4	8	9
10 Finals Week	11	12	13	14 CUMULATIVE Mult. Choice Exam	15	16 Winter Commencement

				10:30-1pm in Canvas		
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